

# MARY HELEN IMMORDINO-YANG, ED.D.

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*Curriculum Vitae, January 2017*

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Faculty Profile: <http://rossier.usc.edu/faculty-and-research/directories/a-z/profile/?id=47>

## CURRENT PROFESSIONAL APPOINTMENTS

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- 2014- **Associate Professor of Education,**  
Rossier School of Education, University of Southern California
- 2014- **Associate Professor of Psychology,**  
Brain and Creativity Institute, University of Southern California  
  
(Assistant Professor of Education and Psychology, 2008-2014)
- 2010- **Neuroscience Graduate Program Faculty,**  
University of Southern California

## RESEARCH AREA

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I am interested in the psychological and neurobiological bases of social emotion and self-awareness across cultures, connections to social, cognitive and moral development, connections to identity and intrinsic motivation, and applications for schools and pedagogy. I use an interdisciplinary approach that combines human development psychology with social-affective neuroscience and education intervention studies. My work has a special focus on adolescents from low-SES communities, and contributes to founding the new field of Mind, Brain and Education.

## EDUCATION

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- 2006-2008 **University of Southern California (USC),** Los Angeles, CA  
Brain and Creativity Institute/Rossier School of Education  
Postdoctoral Fellow under the mentorship of Antonio Damasio and Robert Rueda  
**Foci:** Social/affective neuroscience, cortical and subcortical neuroanatomy, neuroimaging, psychophysiology, integrating neuroscience and education research
- 1997-2005 **Harvard University Graduate School of Education (HUGSE),** Cambridge, MA  
Doctor of Education in Human Development and Psychology, June 2005  
Master of Education in Cognitive Development, June 1998  
**Coursework:** Cognitive, Socio-Emotional, Linguistic, Symbolic and Memory Development; Neuropsychological Development; Qualitative and Quantitative Research Methodology
- 1989-1993 **Cornell University,** College of Arts and Sciences, Ithaca, New York  
Bachelor of Arts in French Literature: May 1993; Dean's List  
**Coursework:** Psychology, Biology, Anthropology, Math, Physics, French, Kiswahili, Russian

## EXTRAMURAL FUNDING

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### *MHIY's role is in bold.*

- 2017-2019      *“Effects of digital media use on social-emotional brain development among low-socioeconomic adolescents from immigrant families”*  
Children and Screens Grant Competition, Institute of Digital Media and Child Development  
(**PI**; Wendy Wood, USC & Sasha Barab, Arizona State University, co-PIs; Total Grant=\$100K)  
UNDER REVIEW
- 2017-2019      *“Sages and Seekers: Fostering purpose, identity development, inspiration and wellbeing through the folk art of intergenerational storytelling with adolescents and elders.”*  
National Endowment for the Arts (PI; 10% effort; Total grant=\$100K) UNDER REVIEW
- 2017              *“Developmental neural and psychosocial correlates of mindset among low-SES adolescents from two cultural groups.”*  
Raikes Foundation (**PI**; C. Farrington, U. Chicago, Co-PI; 10% effort; Total Grant=\$61,647)
- 2016              *Gift to the Rossier School of Education to support M.H. Immordino-Yang's work with adolescents.* ECMC Foundation, \$10K
- 2016-2020      *“Enhancing preschool children's attention, language and communication skills: An interdisciplinary study of social-emotional learning and computerized attention training.”*  
Swedish National Agency of Research (H.L. Taguchi at Stockholm University, **PI**; **Advisor**)
- 2015-2017      *“Measuring and improving adolescents' social-emotional imagination to foster flourishing: A mixed-method neuroimaging and psychosocial longitudinal study with school-based interventions.”*  
The Imagination Institute at U Penn, Templeton Foundation (**PI**; D. Oyserman, co-PI; 1 summer month effort; Total grant=\$200K)
- 2012-2017      *“CAREER: A longitudinal, cross-cultural investigation of psychosocial and neurobiological aspects of emotion development in adolescence.”*  
NSF 1151920 (**PI**, 33% effort; Total grant=\$600K)  
(MHIY manages the entire budget/study; no co-PIs are permitted.)
- 2012-2017      *“Center on Emerging Technologies to Improve Literacy Achievement for Students with Disabilities in Middle School.”*  
Office of Special Education Programs, U.S. Department of Education. (D. Rose at CAST, **PI**; **Consultant**; Total grant=\$10M)
- 2013-2017      *“Family Violence and Young Adult Dating Aggression: Reactivity and Compassion”*  
NICHD 1R21HD072170-01A1 (G. Margolin, **PI**; **co-PI**, 3% effort; Total grant=\$209,731)
- 2015-2016      *“Scientific insights on human nature and a new economics of cooperation and conflict.”*  
The Institute for New Economic Thinking (INET; A. Damasio, **PI**; **Co-PI**, 10% effort; Total grant=\$325K)
- 2015              Supplemental award for *“CAREER: A longitudinal, cross-cultural investigation of psychosocial and neurobiological aspects of emotion development in adolescence”*  
NSF BCS 1522986 (**PI**; Total grant=\$16K)
- 2013-2015      *Stigmatization and Stereotype Threat among Adolescents with Learning Disability: Impacts on Cognition and Performance in Math.*  
National Science Foundation (HRD #1251819). (G. Rappolt-Schlichtmann at CAST, **PI**; **Consultant**; Total grant=\$368,000)

- 2012-2014 *Pathways: Emotion and Thinking in Designed Informal Science Environments.*  
National Science Foundation (DRL #1222613). (G. Rappolt-Schlichtmann at CAST, PI; **Consultant**; Total grant=\$250,000)
- 2014 “Graduate student awards for outstanding research posters; Symposium support awards”  
(MHIY’s students received two of the seven competitive poster awards; MHIY’s symposium chosen to receive funding; Total received=\$2500)  
NSF 1434973 Research, Evaluation and Learning (REAL) to University of Texas, Arlington
- 2013-2014 “Culture, Neuroscience and Psychosis II”  
Foundation for Psychocultural Research. (S. Lopez, PI; **co-PI**, 0% effort; Total grant=\$72K)
- 2012-2014 “Culture-specific neurobiological models of the influence of narrative framing using sacred values”  
DARPA D12AP00069 (A. Gordon, PI; **co-PI**, 15% effort; Total grant=\$4,697,220)  
(MHIY jointly managed two postdocs plus 40K/year neuroimaging research expenses. Grant proposal sections were not scored separately.)
- 2012-2014 “Emotion and thinking in designed informal science environments”  
NSF, Informal Science Education Research Program  
(G. Schlichtmann at CAST, PI; **Consultant**; Total grant=\$250K)
- 2011-2014 “Development of an international cultural neuroscience consortium”  
NIH 1R13CA162843-01 (J. Chiao at Northwestern University, PI; **Contributor/Advisor**; Total grant=\$100K)
- 2010-2014 Mellon Mays Foundation Grant to support a first-generation Latino undergraduate student with aspirations to receive a terminal degree in a scientific field. (**Mentor**; J. Flores, Recipient; Total grant=\$14,400)
- 2011-2013 “Family Socialization, Neural Functioning and Positive Symptoms of Schizophrenia”  
Culture, Neuroscience and Psychosis Program, Foundation for Psychocultural Research  
UCLA Subaward 1295 G NA231 (**PI**; S. Lopez, Co-PI; Total=\$41K)
- 2010-2013 “Neural correlates of social exclusion among youth exposed to family conflict”  
NIH/NICHD NRSA Post-doctoral Fellowship F32 HD63255  
(D. Saxbe, PI; **Co-Sponsor**; Total grant=\$156K)
- 2010-2011 “Learning and the brain: Conversations between neuroscientists and teachers”  
Annenberg Media Foundation, Contract # 11-3001, grant for development of an online Master’s level course for educators.  
(M. Schnepps at Harvard University, lead; **Content Director**; Total grant=\$1M)
- 2009-2010 “A multimodal study of the neural correlates of experiencing admiration and compassion”  
Center for Compassion and Altruism Research and Education (CCARE)  
(J. Parvizi at Stanford University, PI; **Co-PI**; 0% effort; Total grant=\$35K)
- 2004-2005 “A tale of two cases: Functional compensation and learning after hemispherectomy”  
American Association of University Women Doctoral Fellowship Recipient  
(Total grant=\$20K stipend)
- 2003 “Emotion and affective prosody in a right hemispherectomized adolescent boy”  
Anonymous Summer Dissertation Research Travel Award (**PI**; Total grant=\$1K)
- 1999-2002 Spencer Foundation Doctoral Research Training Grant  
Tuition/fees, plus \$10K/year stipend (Total grant=~\$100K)

## USC INTRAMURAL FUNDING

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2016-2017	Undergraduate Research Associates Program ( <b>PI</b> ; Total grant=\$6.6K)
2016	Deans Innovation Fund grant ( <b>PI</b> ; Total grant=\$25K)
2016	Provost's grant to support an undergraduate researcher ( <b>Mentor</b> ; \$3.3K)
2015-2016	SOAR grant to support an undergraduate researcher ( <b>Mentor</b> ; \$3.3K)
2015-2016	Undergraduate Research Associates Program ( <b>PI</b> ; Total grant=\$6.4K)
2015	SURF grants to support two undergraduate researchers ( <b>Mentor</b> ; \$6.6K)
2014-2015	SOAR grants to support two undergraduate researchers ( <b>Mentor</b> ; \$6.6K)
2014-2015	Undergraduate Research Associates Program ( <b>PI</b> ; Total grant=\$6.6K)
2013-2014	Undergraduate Research Associates Program ( <b>PI</b> ; Total grant=\$6.5K)
2012-2013	Undergraduate Research Associates Program ( <b>PI</b> ; Total grant=\$6.5K)
2011-2012	Undergraduate Research Associates Program ( <b>PI</b> ; Total grant=\$10K)
2011	Rose Hills Foundation Science and Engineering Fellowship (M. Lay, Recipient; <b>Mentor</b> ; Total grant=\$7K)
2010-2012	" <i>Cross-cultural investigations of admiration and compassion: An interdisciplinary study</i> " Advancing Scholarship in the Humanities and Social Sciences Provost's Initiative ( <b>PI</b> ; Total grant=\$25K)
2010-2011	Undergraduate Research Associates Program ( <b>PI</b> ; Total grant=\$3.3K)
2010	Rose Hills Foundation Science and Engineering Fellowship (M. Lay, Recipient; <b>Mentor</b> ; Total grant=\$7K)

## HONORS AND AWARDS

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2016-2018	Invited member of the Aspen Institute's National Commission on Social, Emotional and Academic Development (SEAD) Council of Distinguished Scientists; selected to the sub-committee of scientists and educators drafting a nationally-applicable definition of SEAD.
2016-2018	Elected president of the International Mind, Brain and Education Society (IMBES) by society membership; president-elect 2015-2016
2015-2017	Appointed to the National Academies of Sciences, Engineering, and Medicine's Committee on the Science and Practice of Learning (i.e., the committee writing, <i>How People Learn II</i> )
2016	APA Division 8 (Society for Personality & Social Psychology) presidential nominee to the Spielberg EMPathy (Emotion, Motivation and Personality) Symposium
2015-2016	Selected by AERA leadership as one of thirty scholars to participate in the AERA Knowledge Forum centennial initiative to increase communication between national policymakers and education researchers. Spoke/Facilitated discussion at a White House event, Feb., 2016 <a href="http://www.aera100.net/ed-talk-videos.html">http://www.aera100.net/ed-talk-videos.html</a>
2015	Federation of Associations in Behavioral and Brain Sciences (FABBS) Foundation Early Career Impact Award
2014	USC Rossier School of Education Award for Mentoring Postdoctoral Fellows

- 2014 American Educational Research Association (AERA) Early Career Award
- 2014 American Association for the Advancement of Science (AAAS) Early Career Award for Public Engagement with Science
- 2014 Named “Principal for a Day,” ABC Unified School District, Artesia High School, Cerritos, CA
- 2012-2015 Named in the RHSU Edu-Scholar Public Presence rankings (reflecting scholarly contributions and presence in public discourse). Named among the 5 most influential junior scholars in education in 2013 (the only year eligible):  
[http://blogs.edweek.org/edweek/rick\\_hess\\_straight\\_up/2014/01/2014\\_rhsu\\_edu-scholar\\_public\\_influence\\_top\\_tens.html](http://blogs.edweek.org/edweek/rick_hess_straight_up/2014/01/2014_rhsu_edu-scholar_public_influence_top_tens.html)
- 2012 Awarded an “Honor Coin” of the United States Army by the Commandant of the Non-Commissioned Officer Academy, XVIII Airborne Corps, for translational neuroscience research contributions supporting soldiers’ development of emotion awareness, compassion and cultural literacy
- 2011 Received a “Commendation” from the Board of Supervisors of the County of Los Angeles and Mayor Villaraigosa for translational scientific research contributions impacting public education
- 2011 Delivered an invited 1-hour address at the annual meeting of the Association for Psychological Science, Washington, D.C.
- 2011 Named a “Rising Star” by the Association for Psychological Science.  
 See also: <http://www.psychologicalscience.org/index.php/publications/observer/2011/may-june-11/rising-stars-3.html#yang>
- 2010 Awarded the Cozzarelli Prize by the editorial board of the *Proceedings of the National Academy of Sciences* (best paper of the year published in *PNAS* in the behavioral/social science category; 6 papers honored of 3700 published) for Immordino-Yang, M.H., McColl, A., Damasio, H., Damasio, A. (2009). Neural correlates of admiration and compassion. *PNAS*, 106(19), 8021-8026.
- 2010 Awarded “Best presentation of the conference” (of 30 presentations considered) for Singh, V. & Immordino-Yang, M.H. (June, 2010) *Activation and interconnectivity of the hippocampus during the feeling of admiration and compassion*. Presented at the FENS-IBRO Summer School (Federation of European Neuroscience Societies-International Brain Research Organization), entitled Cognition and Action: System Neuroscience Approaches to Understanding Complex Behavior. Dubrovnik, Croatia. NOTE: V. Singh was MHIY’s current graduate student.
- 2008 Inaugural recipient of the “Transforming Education through Neuroscience Award,” co-sponsored by the International Mind, Brain and Education Society and the Learning & the Brain Society. See also: Daniel, D. and Fischer, K. W. (2008) First award for transforming education through neuroscience: Mary Helen Immordino-Yang. *Mind, Brain and Education* 2(2), iii.
- 2008 North American Associate Editor for *Mind, Brain and Education*, the journal of the International Mind, Brain and Education Society (IMBES), awarded “Best New Journal in the Humanities and Social Sciences” by the Association of American Publishers Academic Division
- 2004-2005 American Association of University Women Doctoral Fellowship Recipient
- 2003 Invited by the Dean to deliver the Student Welcoming Address at the new student orientation ceremony, HUGSE
- 1999-2002 Spencer Foundation Doctoral Research Training Grant Recipient
- 2002 Harvard University Mind, Brain and Behavior Fellow

- 2001            Awarded “distinction” by all committee members on qualifying paper, entitled: *Working memory for music and language: Do we develop analogous systems based on similar symbolic experience?*, HUGSE
- 2000            Qualifying paper proposal awarded “model” status by the Committee on Degrees anonymous faculty committee, HUGSE

## **PUBLICATIONS**

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### ***Peer-Reviewed Articles***

(underline signifies corresponding/senior author; \*signifies student/postdoc author at time of submission)

- Immordino-Yang, M.H.** & \*Yang, X.-F. (2017, in press) Cultural differences in the neural correlates of social-emotion experiences: An interdisciplinary, developmental perspective. *Current Opinion in Psychology, Special Issue on Emotion*.
- \*Yang, X.-F., **Immordino-Yang, M.H.** (2017, in press). Cultural background and resting cardiac vagal tone independently influence natural emotional expressiveness. *Culture and Brain*.
- Immordino-Yang, M.H.** & \*Gotlieb, R. (2017, in press) Embodied brains, social minds, cultural meaning: Integrating neuroscientific and educational research on social-affective development. *American Educational Research Journal, Centennial Issue*.
- Immordino-Yang, M.H.**, \*Yang, X. & Damasio, H. (2016) Cultural modes of expressing emotions influence how emotions are experienced. *Emotion* 16(7), 1033-1039. doi: [10.1037/emo0000201](https://doi.org/10.1037/emo0000201)
- Immordino-Yang, M.H.** (2016) Emotion, sociality, and the brain’s default mode network: Insights for educational practice and policy. *Policy Insights from the Behavioral and Brain Sciences*. 3(2), 211-219
- \*Gotlieb, R., \*Hyde, E., **Immordino-Yang, M.H.**, **Kaufman, S.B.** (2016) Cultivating the Social-Emotional Imagination in Gifted Education: Insights from Educational Neuroscience. *Annals of the New York Academy of Sciences*, 1377(1), 22-31.
- Kaplan, J., \*Gimbel, S., Dehghani, M., **Immordino-Yang, M.H.**, Segae, K., **Damasio, H.**, **Gordon, A.**, & **Damasio, A.** (2016). Processing narratives concerning protected values: A cross-cultural investigation of neural correlates. *Cerebral Cortex*. doi: 10.1093/cercor/bhv325
- \*Saxbe, D., \*Del Piero, L., **Immordino-Yang, M.H.**, Kaplan, J., **Margolin, G.** (2016, in press) Neural mediators of the intergenerational transmission of family aggression. *Development and Psychopathology*.
- \*Saxbe, D., \*Del Piero, L., **Immordino-Yang, M.H.**, Kaplan, J., **Margolin, G.** (2016, in press) Neural correlates of adolescents’ viewing of parents’ and peers’ emotions: Associations with risk-taking behavior and risky peer affiliations. *Social Neuroscience*, DOI: 10.1080/17470919.2015.1022216
- Immordino-Yang, M.H.**, \*Yang, X. & Damasio, H. (2014) Correlations between social-emotional feelings and anterior insula activity are independent from visceral states but influenced by culture. *Frontiers in Human Neuroscience*. 8:728. doi: 10.3389/fnhum.2014.00728
- NOTE: From approximately 3 weeks after its release, this article has ranked in the top 5% of all published articles for attention received. In November, 2015 this article was named a “tier-climbing” selection and a focused review paper was invited.
- Dehghani, M., **Immordino-Yang, M. H.**, Graham, J., Marsella, S., Forbus, K., Ginges J., Tambe, M. & Maheswaran, R. (2014). Computational Models of Moral Perception, Conflict & Elevation. *Proceedings of the International Association for Computing and Philosophy*.
- Segae, K., Gordon, A. S., Dehghani, M., Metke, M., Kim, J.S., \*Gimbel, S.I., \*Tipper, C., Kaplan, J. & **Immordino-Yang, M.H.** (2013) A data-driven approach for classification of subjectivity in personal narratives. *Proceedings of the 2013 Workshop on Computational Models of Narrative*, 32, 198-213, OASIs, Scholss Dagstuhl.

- Immordino-Yang, M.H.** (2013). Studying the Effects of Culture by Integrating Neuroscientific with Ethnographic Approaches. *Psychological Inquiry: An International Journal for the Advancement of Psychological Theory*, 24(1), 42-46.
- Immordino-Yang, M.H.** & \*Singh, V. (2013). Hippocampal contributions to the processing of social emotions. *Human Brain Mapping*, 34(4), 945-955. doi: 10.1002/hbm.21485 (First published online: 2011)
- Chiao, J. & **Immordino-Yang, M.H.** (2013). Modularity and the cultural mind: Contributions of cultural neuroscience to cognitive theory. *Perspectives on Psychological Science*, 8(1), 56-61.
- \*Yang, X., \*Bossman, J., \*Schiffhauer, B., \*Jordan, M., **Immordino-Yang, M.H.** (2013). Intrinsic default mode network connectivity predicts spontaneous verbal descriptions of autobiographical memories during social processing. *Frontiers in Cognitive Science*, 3:592. doi: 10.3389/fpsyg.2012.00592
- \*Saxbe, D., \*Yang, X., \*Borofsky, L., **Immordino-Yang, M. H.** (2013). The embodiment of emotion: Language use during the feeling of social emotions predicts cortical somatosensory activity. *Social Cognitive and Affective Neuroscience*, 8, 806-812 doi: 10.1093/scan/nss075. (First published online: 2012)
- Immordino-Yang, M.H.**, \*Christodoulou, J., \*Singh, V. (2012). Rest is not idleness: Implications of the brain's default mode for human development and education. *Perspectives on Psychological Science*, 7(4), 352-364.
- Immordino-Yang, M.H.** (2011). Musings on the neurobiological and evolutionary origins of creativity via a developmental analysis of one child's poetry. *LEARNING Landscapes*, 5(1), 133-139.  
Adapted and reprinted as a feature article in: *International Primary Curriculum Magazine*, Issue 9, pp. 22-23, Spring 2013.  
Translated into Spanish and reprinted as a feature article in: *Para el Aula*, Issue 6, pp.4-7, June 2013. Titled: *Reflexiones acerca de los orígenes neurobiológicos*.
- Immordino-Yang, M.H.** (2011). Implications of affective and social neuroscience for educational theory. *Educational Philosophy and Theory*, 43(1), 98-103.  
Reprinted in: K. Patten and S. Campbell, Eds. (2011), *Educational neuroscience: Initiatives and emerging issues*. Wiley-Blackwell: Hoboken, 97-102.
- Immordino-Yang, M.H.** (2011). Me, my “self” and you: Neuropsychological relations between social emotion, self awareness, and morality. *Emotion Review*, 3(3), 313-315.
- Immordino-Yang, M.H.**, Chiao, J.Y., **Fiske, A.P.** (2010). Neural re-use in the social and emotional brain. *Behavioral and Brain Sciences*, 33(4), 275-276.
- Immordino-Yang, M. H.** (2010). Toward a microdevelopmental, interdisciplinary approach to social emotion. *Emotion Review*, 2(3), 217-220.
- Immordino-Yang, M.H.** & \*Sylvan, L. (2010). Admiration for virtue: Neuroscientific perspectives on a motivating emotion. *Contemporary Educational Psychology*, 35(2), 110-115.
- Immordino-Yang, M.H.**, \*McColl, A., **Damasio, H.**, **Damasio, A.** (2009). Neural correlates of admiration and compassion. *Proceedings of the National Academy of Sciences*, 106(19), 8021-8026.
- NOTE: This paper received the 2010 Cozzarelli Prize from the *PNAS* editorial board.
- Commentary: Haidt, J. & Morris, J. (2009). Finding the self in self-transcendent emotions. *Proceedings of the National Academy of Sciences*, 106(19), 7687-7688.
- Immordino-Yang, M.H.** (2008). The smoke around mirror neurons: Goals as sociocultural and emotional organizers of perception and action in learning. *Mind, Brain, and Education*, 2(2), 67-73.
- Immordino-Yang, M.H.** (2008). The stories of Nico and Brooke revisited: Toward a cross-disciplinary dialog about teaching and learning. *Mind, Brain, and Education*, 2(2), 49-51.
- Immordino-Yang, M.H.** (2007). A tale of two cases: Lessons for education from the study of two boys living with half their brains. *Mind, Brain and Education*, 1(2), 67-83.

Commentaries: Ablin, J. L. (2008). Learning as problem design versus problem solving: Making the connection between cognitive neuroscience research and educational practice. *Mind, Brain, and Education*, 2(2), 52-54.

Christoff, K. (2008). Applying neuroscientific findings to education: The good, the tough and the hopeful. *Mind, Brain, and Education*, 2(2), 55-58.

Snow, C. (2008). Varied developmental trajectories: Lessons for educators. *Mind, Brain, and Education*, 2(2), 59-61.

vanGeert, P., & Steenbeek, H. (2008). Brains and the dynamics of "wants" and "cans" in learning. *Mind, Brain, and Education*, 2(2), 62-66.

**Immordino-Yang, M.H., & Damasio, A.R.** (2007). We feel, therefore we learn: The relevance of affective and social neuroscience to education. *Mind, Brain and Education*, 1(1), 3-10.

**NOTE:** This paper was downloaded from Wiley-Blackwell 4627 times in 2013—more than any other article.

Translated into Spanish and Portuguese and reprinted in: *Iniciación a la Neurociencia Educacional: La ciencia de la mente, el cerebro y la educación [Educational Neuroscience: The Science of Mind, Brain and Education]* (2013, in press). Lima, Peru: Cerebrum Ediciones. To be distributed in South and Central America.

Portions reprinted in: Brzycki, H. (2013). *The self in schooling: Theory and Practice: How to Create Happy, Healthy, Flourishing Children in the 21st Century*. USA: BG Publishing.

Reprinted in *Learning Landscapes* (2011), 5(1), 115-131.

Reprinted in *Jossey-Bass reader on the brain and learning* (2008, pp.183-198). San Francisco, CA: Jossey-Bass.

Reprinted in Parkay, F.W., Hass, G. J., & Anctil, E. J., Eds. (2009). *Curriculum leadership: Readings for developing quality educational programs, 9<sup>th</sup> Edition*, Boston, MA: Allyn and Bacon.

Fischer, K. W., Daniel, D. B., **Immordino-Yang, M. H.**, Stern, E., Battro, A., & Koizumi, H. (2007). Why mind, brain, and education? Why now? *Mind, Brain and Education*, 1(1), 1-2.

#### ***Peer-reviewed articles submitted/under review/in late stage preparation***

**Immordino-Yang, M.H.**, \*Yang, X.F., \*Gotlieb, R., \*Riveros, R., \*Jahner, E. (in preparation) An actionable biomarker for adolescents' social-emotional experience revealed via longitudinal, cross-cultural analyses of brain development. To be submitted to *Biological Psychiatry*.

Dehghani, M., Boghrati, R., \*Man, K., Hoover, J., \*Gimbel, S., Vaswani, A., **Immordino-Yang, M.H.**, Gordon, A., Damasio, A.R., Kaplan, J. (invited revision submitted) Decoding the Neural Representation of Story Meanings across Languages. *Journal of Experimental Psychology: General*

\*Butler, O., \*Yang, X.F. & **Immordino-Yang, M.H.** (in late-stage preparation) Impact of exposure to violent crime on adolescent brain development resembles that seen in war-deployed soldiers. To be submitted to *Psychological Science*.

\*Pavarini, G., \*Yang, X., Schnell, S. & **Immordino-Yang, M.H.** (submitted) Looking up to virtuous others: Gaze aversion and cognitive abstraction distinguish moral elevation from admiration for skill.

**Immordino-Yang, M.H.** (in late-stage preparation) Teaching Frankenstein: Why neuroscience cannot inform educational practice directly, and why it's useful anyway. To be submitted to *Educational Researcher*.

**Immordino-Yang, M.H.** & Oyserman, D. (in preparation) Conceptualizing the neurobiological, sociocultural interface for education research on self and motivation: Implications for learning, pedagogy, and future research. To be submitted to *Review of Education Research*.

Venkatraman, A., Edlow, B. & **Immordino-Yang, M.H.** (invited revision under review) Contributions of the brainstem to human emotion processing: A three-system model. *Frontiers in Neuroscience*.



- \*Singh, V., Lopez, S., Kopelowicz, S., Immordino-Yang, M.H. (in revision). Neural correlates of processing others' social and physical pain in schizophrenia: Implications for adolescent mental health care.
- \*Yang, X.-F., Immordino-Yang, M.H. (in late-stage preparation). Orienting heart rate deceleration during social emotion processing predicts deactivation in the default mode network.

### *Invited book chapters/sections*

- Immordino-Yang, M.H.** & \*Gotlieb, R. (2017, in press) Social emotion: A mind, brain and education perspective. In M. Schwartz & Pare-Blagoev, J. (eds.) *Mind, Brain and Education*. New York: Routledge.
- Immordino-Yang, M.H.** (2016) Foreword. In M. Conyers & D. Wilson, *Smarter teacher leadership: Neuroscience and the power of purposeful collaboration*. New York: Teacher's College Press.
- \*Gotlieb, R., \*Jahner, E., Immordino-Yang, M.H., Kaufman, S.B. (2016) How social-emotional imagination facilitates deep learning and creativity in the classroom. In R. Beghetto & J. Kaufman (Eds.), *The Cambridge Companion to Nurturing Creativity in the Classroom, second edition*. (pp. 308-336) Cambridge: Cambridge University Press.
- Immordino-Yang, M.H.** (2015) Embodied brains, social minds: Toward a cultural neuroscience of social emotion. In Chiao, J., Li, S.-C., Seligman, R., Turner, R. (Eds.), *Oxford Handbook of Cultural Neuroscience*. Chapter 8, Part II: Cultural neuroscience of Emotion. (pp. 129-142) Oxford: U.K.: Oxford University Press.
- Immordino-Yang, M.H. & \*Christodoulou, J.C. (2014) Neuroscientific contributions to understanding and measuring emotions in educational contexts. In R. Pekrun & L. Linnenbrink-Garcia (eds.), *International handbook of emotions in education*. (pp. 607-624) New York, NY: Taylor and Francis/Routledge.
- Immordino-Yang, M.H.** (2014) Foreword. S. Madrid, R. Kantor and D. Fernie (Eds.) (*Re*)*Framing the emotional worlds of the early childhood classroom*. (pp. xi-xii) Routledge Press.
- Immordino-Yang, M.H.** (2014) Developing Computer Interfaces that Inspire: Insights from affective neuroscience. In R. Calvo and D. Peters (Eds.), *Positive Computing: Technology for well-being and human potential*. (pp. 251-252) Cambridge, MA: MIT Press.
- Immordino-Yang, M.H.** (2012) Emotion and cognition are co-regulated. In G. Rappolt-Schlichtmann, S.G. Daley, & L.T. Rose (Eds.), *A Research Reader in Universal Design for Learning*. (pp.57-90) Cambridge, MA: Harvard Education Press.
- Immordino-Yang, M.H.** & Fischer, K.W. (2011). Neuroscience bases of learning. In V. G. Aukrust (Ed.), *Learning and Cognition in Education*. (pp. 9-15) Oxford, U.K.: Elsevier.
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- Translated into Mandarin and reprinted in 情绪与直觉在学习中的作用;  
Jiaxian Zhou (周加仙) et al. translated. 心智、脑与教育：教育神经科学对课堂教学的启示(pp. 55-68)。
- Immordino-Yang, M.H.**, & Fischer, K. W. (2010). Brain development. In I. Weiner & E. Craighead (Eds.), *Corsini encyclopedia of psychology, 4th Edition* (pp. 254-256). New York: John Wiley & Sons.

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- Immordino-Yang, M.H.** (2007). Introduction & Chapter 3: Compensation after losing half of the brain. In A. Nava (Ed.), *Critical issues in brain science and pedagogy* (pp. 3-4, 45-54). San Francisco: McGraw Hill.
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- Immordino-Yang, M.H.**, & Fischer, K.W. (2007). Dynamic development of hemispheric biases in three cases: Cognitive/hemispheric cycles, music, and hemispherectomy. In D. Coch, K. W. Fischer & G. Dawson (Eds.), *Human behavior, learning and the developing brain: Vol.1. Typical development* (pp. 74-111). New York, NY: Guilford Press.
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- Katzir, T., **Immordino-Yang, M.H.**, & Fischer, K.W. (2007). Mind, brain, and education in the era of globalization. In M. M. Suarez-Orozco (Ed.), *Learning and living in the global era: International perspectives on globalization and education*. (pp. 85-103). Berkeley, CA: University of California Press/Ross Institute.

### ***Peer-reviewed monographs***

- Fischer, K.W., & **Immordino-Yang, M.H.** (2002). Cognitive development and education: From dynamic general structure to specific learning and teaching. In E. Lagemann (Ed.), *Traditions of scholarship in education*. Chicago: Spencer Foundation. (55 pages)

### ***Edited books***

- Fischer, K.W., Bernstein, J.H., & **Immordino-Yang, M.H.** (Eds.). (2007). *Mind, brain and education in reading disorders*. Cambridge: Cambridge University Press.

### ***Authored books***

- Immordino-Yang, M.H. (November, 2015) *Emotions, Learning and the Brain: Exploring the educational implications of affective neuroscience*. New York: W.W. Norton & Co.  
Foreword by Howard Gardner; afterword by Antonio Damasio.  
<http://books.wwnorton.com/books/Author.aspx?id=4294985312>

### **Translations:**

Italian translation under contract with Cortina Press

Chinese translation under contract with Tsinghua University Press

Spanish translation (for distribution across Central/South America) under contract with AIQUE Publishing House

### **Reprinted Selections:**

KQED Mind/Shift, May 31, 2016, <http://ww2.kqed.org/mindshift/2016/05/31/why-emotions-are-integral-to-learning/>

Noodle, <https://www.noodle.com/articles/why-emotions-are-integral-to-learning-mary-helen-immordino-yang>

*The Neuropsychologist*, November issue 2014

### ***Non peer-reviewed articles, book reviews, popular press articles***

**Immordino-Yang, M.H.** (2016) Rest is not idleness in the brain: Why reflection is an important part of learning. *Published in Mandarin, in the Chinese magazine "Global Education."*

**Immordino-Yang, M.H.** (2015, Oct. 10) Response to, *To teach grit or not to teach grit: That is the question.* Invited blog post published on *Education Week Teacher*.

[http://blogs.edweek.org/teachers/classroom\\_qa\\_with\\_larry\\_ferlazzo/2015/10/response\\_to\\_teach\\_grit\\_or\\_not\\_to\\_teach\\_grit\\_-\\_that\\_is\\_the\\_question.html](http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2015/10/response_to_teach_grit_or_not_to_teach_grit_-_that_is_the_question.html)

**Immordino-Yang, M.H.** (2015, March 21) Rest is not idleness in the brain: Why kids may need downtime and opportunities for reflection to develop a strong sense of self and a moral compass. *The People's Science: Creating a conversation between scientists and the public.*

<https://thepeoplescience.forumbee.com/t/80hv4g>

Pare-Blagoev, J. & **Immordino-Yang, M.H.** (2015) Introduction to the conference special issue: Breadth and depth from the Fifth International Mind, Brain, and Education Society conference. *Mind, Brain and Education*. 9(2), 61-63.

**Immordino-Yang, M.H.** (2014) Transforming education through neuroscience award recipient: David Daniel. *Mind, Brain and Education*.

**Immordino-Yang, M.H.** (2013, Spring) The science of social learning. *Futures in Urban Ed Magazine*, USC Rossier School of Education, pp. 22-23.

Bartlett, S. & **Immordino-Yang, M.H.** (2012) An interview with Mary Helen Immordino-Yang on emotions and relationships in early childhood. *Foundations*, Hunter Institute of Mental Health, Sydney, (11), 10-12.

**Immordino-Yang, M. H.** (2011, Winter/Spring) Game-changing research: An interview on neuroscience and education. *Futures in Urban Ed*, USC Rossier School of Education, p. 15.

**Immordino-Yang, M. H.** (2009). Transforming education through neuroscience award recipient: Kurt Fischer. *Mind, Brain and Education*, 3(4), 218-219.

**Immordino-Yang, M. H.** (2008, July 12). Strange Lessons. *New Scientist*, 44-45.

**Immordino-Yang, M. H.** (2008, July 10). Emotions, Social Relationships, and the Brain: Implications for the Classroom. *ASCD Express*, 3(20).

**Immordino-Yang, M. H.** (2008). Review of the book, *How the body shapes the way we think: A new view of intelligence*, by Rolf Pfeifer and Josh Bongard (Cambridge, MA: MIT Press, 2007). *European Legacy*, 13(6).

**Immordino-Yang, M.H.** (2001). When 2 + 2 makes kids trip: Making sense of brain research in the classroom. *Basic Education*, 45(8), 16-19.

### ***Technical reports/Policy briefs***

Aspen Institute National Commission on Social, Emotional and Academic Learning (in preparation, expected 2017), *Social, Emotional and Academic Learning*. Technical report jointly prepared for the Commission.

National Academies of Sciences, Engineering, and Medicine's Committee on the Science and Practice of Learning. (in preparation, expected fall, 2017) *How People Learn II*. Washington, DC: National Academies Press.

- Immordino-Yang, M.H.** (2016) Emotions, learning and the brain. Fact sheet prepared for the AERA Knowledge Forum centennial initiative Briefing Book; access via <http://www.aera.net/Newsroom/AERAHighlightsE-newsletter/AERAHighlights-February2016/AERABringsScholarsandThoughtLeaderstoFebruaryKnowledgeForum/tabid/16226/Default.aspx>
- Immordino-Yang, M.H.** (2014) Neurobiological perspectives on human thriving. Essay prepared for and presented at The Thrive Forum on Evolutionary Psychology, organized by the Thrive Center for Human Development, Fuller Graduate School of Psychology, June 23, 2014, Pasadena, CA.
- Winstein, C., **Immordino-Yang, M.H.**, Aziz-Zadeh, L. (2009) Promoting Generalization in Stroke Rehabilitation: The Social Cognitive Perspective. Report prepared for the *National Institutes of Health* workshop on Promoting Generalization in Cognitive Stroke Rehabilitation, June 3-4, 2009, Washington DC.

## **INVITED NATIONAL/INTERNATIONAL ACADEMIC CONFERENCE PRESENTATIONS**

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- Immordino-Yang, M.H.** (expected 2017, April) Embodied brains, social minds, cultural meaning: An interdisciplinary scientific perspective on digital learning. Invited keynote address to the National Science Foundation conference on Cyberlearning, Washington, D.C.
- Immordino-Yang, M.H.** (2016, December) Embodied brains, social minds, cultural meaning: Interdisciplinary perspectives on adolescent development and health. Invited address to the Tryg Foundation's international conference launching the Youth at Risk initiative, Middelfart, Denmark.
- Immordino-Yang, M.H.** (2016, August) Embodied brains, social minds, cultural meaning: Interdisciplinary studies of admiration and compassion. American Psychological Association (APA) Division 8 (Society for Personality & Social Psychology) presidential nominee to the Spielberger EMPathy (Emotion, Motivation and Personality) Symposium. Invited address to the APA annual convention, Denver, CO.
- Immordino-Yang, M.H.** (2015, December) Embodied brains, social minds: The neurobiology of social emotion and its implications for moral education. Plenary address (by videoconference) to the 10<sup>th</sup> annual conference of the Asia-Pacific Network of Moral Education (APNME), Sydney, Australia.
- Immordino-Yang, M.H.** (2015, April) Embodied brains, social minds, cultural meaning: Applying social affective neuroscience to human development and education. AERA Early Career Award Address, Chicago, IL.
- Immordino-Yang, M.H.** (2014, March) Considering affect, attention and memory in online learning. In K. Gallagher (chair), *Implementing Online Strategies*. Symposium presented at the UC Berkeley-Harvard-MIT-Stanford Online Learning Summit: How technology impacts the pedagogy and economics of residential higher education, Berkeley, CA.
- Lopez, S., **Immordino-Yang, M.H.**, \*Singh, V., \*Jaramillo, N. (2014, January) Family socialization and neurobiological processes. Research presentation to the Culture, Brain, Development and Mental Health inaugural winter workshop, entitled *Rethinking psychosis: Culture, brain and context*, Los Angeles, CA.
- Immordino-Yang, M.H.** (2013, May) Embodied brains, social minds: Neurobiological perspectives on the development of social emotion and self. Opening keynote presentation at the 4<sup>th</sup> biannual conference of the International Mind, Brain and Education Society, Quito, Ecuador.
- Immordino-Yang, M.H.** (2013, May) The neurobiology of emotional feelings in cross-cultural perspective. In J. Chiao & S. Kitayama (chairs) *Cultural Neuroscience of Emotion and Motivation*. Symposium presented at the inaugural meeting of the International Cultural Neuroscience Consortium, Evanston, IL.
- Immordino-Yang, M.H.** (chair), Suárez-Orozco, C., Suárez-Orozco, M., Murayama, K. (2013, April) Inspired! Neuroscientific, psychological and educational research perspectives on promoting optimal learning states in urban schools. Presidential session at the American Educational Research Association annual conference, San Francisco, CA.

- Immordino-Yang, M.H.** (2012, October) Interdisciplinary research in neuroscience and education. In, M. Dapretto (chair), *Multiple pathways to interdisciplinarity*. Symposium presented at the 5<sup>th</sup> FPR-UCLA Interdisciplinary Conference on Culture, Mind and Brain: Emerging Concepts, Methods and Applications, Los Angeles, CA.
- Immordino-Yang, M.H.** (2012, January) Embodied brains, social minds: Neural and behavioral correlates of social emotion in Los Angeles and Beijing. In Y. Chentsova-Dutton, J. Leu, J. Chiao, A. Cohen (co-chairs), *Cultural Psychology*. Preconference session delivered at the annual meeting of the Society for Personality and Social Psychology, San Diego, CA.
- Immordino-Yang, M.H.** (2011, June) Embodied brains, social minds: Neurobiological perspectives on development and the origins of creativity. Opening keynote presentation at the Harvard University Conference on Mind, Brain and Education, Cambridge, MA.
- Immordino-Yang, M.H.** (2011, May) Interdisciplinary investigations of admiration and compassion. Invited address at the annual meeting of the Association for Psychological Science, Washington D.C.
- Immordino-Yang, M.H.** (2010, December) Admiration and compassion in the U.S. and China: Cross-cultural comparisons of psychological experience and its neural and psychophysiological correlates. Invited talk at the conference on *Studies of Social Cognitive Neuroscience: Understanding self and others in sociocultural contexts*, Peking University in Beijing, China.
- Immordino-Yang, M. H.** (2010, September) Embodied brains, social minds: Bridging neuropsychological and anthropological perspectives on human social emotion. Invited paper delivered at the conference on *The Human Brain and the Social Bond: Exploring the Notion of Constrained Relativism*. Hosted/ sponsored by the Konrad Lorenz Institute for Evolution and Cognition Research in Vienna, and the International Institute for Applied Systems Analysis in Schloss Laxenburg, Austria.

## **PEER-REVIEWED CONFERENCE PRESENTATIONS/CHAIRER SYMPOSIA**

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- Immordino-Yang, M.H.** (2017, April) Making science useful and accessible without compromising the message. In N. Campione-Barr (chair) *Developing impactful NSF Broader Impacts: Ideas to take your proposal to the next level*. To be presented at the annual meeting of the Society for Research in Child Development, Austin, TX.
- Immordino-Yang, M.H.** (2016, September) Impacts of social and cultural experience on low-SES immigrant adolescents' neural processing of emotional feelings. In **M.H. Immordino-Yang (chair)**, *Social influences on brain development and cognition*. To be presented at the bi-annual meeting of the International Mind, Brain and Education Society, Toronto, Canada.
- Immordino-Yang, M.H.** (2016, September) Implications of affective neuroscience for education. In M. Schwartz (chair), *Presidential Symposium on Mind, Brain and Education*. To be presented at the bi-annual meeting of the International Mind, Brain and Education Society, Toronto, Canada.
- Immordino-Yang, M.H.** (2014, November) Rest is not idleness: Educationally relevant links between the brain's default mode and abstract social-emotional thought. In **M.H. Immordino-Yang (chair)** *Developmental benefits of unstructured time?: Cognitive, affective and neurobiological bases of "constructive internal reflection"*. Symposium presented at the bi-annual meeting of the International Mind, Brain and Education Society, Fort Worth, TX.
- Immordino-Yang, M.H.** & \*Yang, X. (2014, October) Cultural influences on emotional expressiveness influence the neural processing of emotional experiences. In D. Oyserman & K. van den Bos (chairs) *From cultural differences as stable characteristics to characteristics malleable by context*. Symposium presented at the annual meeting of the Society for Experimental Social Psychology, Cleveland, OH.
- Immordino-Yang, M.H.,** Dehgani, M., Kaplan, J., \*Gimbel, S. (2014, May) Culture-specific neurobiological models of narrative framing using sacred values. In J. Barraza & V. Romero (chairs), *Narrative*

*Neuroscience: Neurologically Based Impacts of Narratives on Emotions, Reasoning, and Behavior.* Symposium presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.

- \*Yang, X.-F. & **Immordino-Yang, M.H.** (2014, February). Cultural background and resting cardiac vagal tone additively influence emotional expressiveness. In J. Chiao (chair), *Culture and emotion: Advances from cultural psychology and cultural neuroscience*. Symposium presented at *The 15<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology*, Austin, TX.
- Schnall, S., \*Pavarini, G., \*Yang, X.-F., & **Immordino-Yang, M. H.** (2014, February) Cognitive, behavioral and neural indicators of psychological distance in elevation and admiration. In P. Piff, J. Haidt (chairs), *Self-transcendence: The latest innovative research in awe, elevation, and admiration*. Symposium presented at the Annual Meeting of the Society of Personality and Social Psychology, Austin, TX.
- Immordino-Yang, M.H.** & \*Yang, X. (2013, September) Cultural influences on emotional expressiveness influence the neural processing of emotional experiences. In, J. Chiao (chair) & Kitayama, S. (discussant), *Culture and emotion: New insights from cultural psychology and cultural neuroscience*. Presented at the Society of Experimental Social Psychology Annual Meeting, Berkeley, CA.
- Chiao, J. (organizer), **Immordino-Yang, M.H.**, Cagigas, X. (2013, June) Advances in cultural neuroscience and cultural neuropsychology. Workshop delivered at the International Association for Cross-Cultural Psychology (IACCP) Annual Meeting, Los Angeles, CA.
- \*Saxbe, D., \*Borofsky, L.A., Kaplan, J.T., **Immordino-Yang, M.H.**, & **Margolin, G.** (2013, April) Neural responses to rating one's own emotions and the emotions of similarly-aged peers. In, *Neural Perspectives on Peers: Sensitivity of the Adolescent Brain to Social Stimuli*. Presented at the Society for Research on Child Development Biennial Meeting, Seattle, WA.
- Immordino-Yang, M.H.** (2012, October) The central role of social relationships in children's early learning. In G. Hazel (chair) & S. Bartlett (co-chair) *Brain development for wellbeing: How can international research in neuroscience and psychology inform practice in early childhood education and care?* Presented (by videoconference) at the annual meeting of the Early Childhood Australia National Conference, Perth, Australia.
- Immordino-Yang, M.H.**, \*Saxbe, D., \*Yang, X. (2012, January) Individual differences in verbal descriptions of compassion and admiration predict somatosensory and self-related neural activations. In, S. Morelli (Chair) and M. Lieberman (Co-Chair), *The power of connecting with others: Investigating empathy, admiration, compassion, and social connection in the brain*. Presented at the annual meeting of the Society for Personality and Social Psychology, San Diego, CA.
- Katzir, T. (Chair) and **Immordino-Yang, M.H.** (Co-Chair) (2011, June) The Right Reading Brain: What have we learned about the role of the right hemisphere in language and reading development?\_Symposium organized at the biannual meeting of the International Mind, Brain and Education Society, San Diego, CA.
- Immordino-Yang, M.H.** (2011, June) An introduction to the brain and neurosciences for educators. 3-hour preconference workshop to the biannual meeting of the International Mind, Brain and Education Society, San Diego, CA.
- Immordino-Yang, M.H.** (Chair) and Carew, T. (Co-Chair) (2010, November) Exploring interdisciplinary pathways: Enriching neuroscience research by connecting to educational practice and theory. Symposium organized at the annual meeting of the Society for Neuroscience, San Diego, CA.
- Immordino-Yang, M.H.** (2010, November) Me, my "self" and you: Combining affective neuroscience and human development approaches to study social emotion. In M.H. Immordino-Yang (Chair) and T. Carew (Co-Chair), *Exploring interdisciplinary pathways: Enriching neuroscience research by connecting to educational practice and theory*. Symposium presented at the annual meeting of the Society for Neuroscience, San Diego, CA.

- Immordino-Yang, M.H.** & Battro, A. (2009, May) Integrating medical and educational neuroscientific perspectives to explore functional compensation after hemispherectomy. Panel presented at the second biannual conference of the International Mind, Brain and Education Society (IMBES), Philadelphia, PA.
- Immordino-Yang, M.H.**, Daniel, D. and \*Rose, T. (2009, May) Teaching teachers neuroscience. Symposium/discussion presented at the second biannual conference of the International Mind, Brain and Education Society (IMBES), Philadelphia, PA.
- Immordino-Yang, M.H.** (chair), Tramo, M., Hall, D. (2009, May) Emotion, learning, and the brain: Insights from experimental neuroscience and educational approaches to children with neurological disease. Symposium/discussion presented at the second biannual conference of the International Mind, Brain and Education Society (IMBES), Philadelphia, PA.
- Immordino-Yang, M.H.** & \*Sylvan, L. (2009, April) Revisiting the role of non-conscious processes in motivation: Neuroscientific perspectives. In M. Bong (Chair), *Another step forward to motivational science: Whether, what, when and how neurobiological research can contribute to understanding student motivation*. Paper presented at the American Educational Research Association Conference, San Diego, CA.
- Immordino-Yang, M. H.** (2007, August). The relevance of social and affective neuroscience to education. Paper presented at the USC conference on Emotion, Decision-Making and the Brain, Los Angeles, CA.
- Immordino-Yang, M. H.** (2004, July). Compensatory relationships between emotion and affective prosody after right and left hemispherectomy. Paper presented at the conference on Language, Culture and Mind: Integrating perspectives and methodologies in the study of language, Portsmouth, UK.
- Immordino-Yang, M. H.** (2004, April). A tale of two cases: Emotion and affective prosody after right and left hemispherectomy. In M. Atherton (Chair), *Language and Reading: New Research Directions in Neuroscience*. Paper presented at the American Educational Association Annual Research Conference, San Diego, CA. Paper published online by the American Educational Research Association, Brain and Neurosciences Special Interest Group. [www.tc.umn.edu/~athe0007/BNEsig/papers/Immordino-Yang.pdf](http://www.tc.umn.edu/~athe0007/BNEsig/papers/Immordino-Yang.pdf)
- Immordino-Yang, M. H.** (2003, October). Comprehension of affective prosody after right and left hemispherectomy. Poster presented at the 28<sup>th</sup> annual Boston University Conference on Language Development, Boston, MA. Immordino-Yang, M.H. (2003). Paper published in *Supplement to the proceedings of the 28th annual Boston University Conference on Language Development*, Boston, MA: Cascadilla Press online.
- Immordino-Yang, M. H.** (2003, February). Prosodic language functioning in a right-hemispherectomized boy: A preliminary report. In T. Katzir (chair), *Beyond the Talk: Connecting language of cognition and motivation*. Paper presented at the Harvard Graduate School of Education Annual Student Research Conference, Cambridge, MA.
- Immordino-Yang, M. H.** (2001, February). Working memory for music and language: Analogous systems based on experience? In R. Selman (chair), *Experience, Reason and Action*. Paper presented at the Harvard Graduate School of Education Annual Student Research Conference, Cambridge, MA.
- Immordino-Yang, M. H.** (2000, May). Metaphor use in a seventh grade science lesson: Implications for students' understandings. Paper presented at the fifth conference on Conceptual Structure, Discourse, and Language, University of California, Santa Barbara, CA
- Immordino-Yang, M. H.** (2000, February). Meaning-making and metaphor among four seventh grade science students. In *Mind Brain and Education: Toward an interdisciplinary framework for educational practice*. Paper presented at the Harvard Graduate School of Education Annual Student Research Conference, Cambridge, MA.

Fischer, K., Granott, N., Parziale, J., **Immordino, M. H.** (1999, April). Beyond one-dimensional learning: Constructing new knowledge by building bridges among multiple parallel skill levels. In R. Breckinridge Church & P. Garber (Chairs), *Making use of implicit knowledge to teach*. Symposium conducted at the Biennial Meeting of the Society for Research in Child Development, Albuquerque, NM.

## **PEER-REVIEWED LABORATORY RESEARCH POSTERS**

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- \*Gotlieb, R., \*Yang, X.F., \*Rhoads, S., \*Riveros, R. & **Immordino-Yang, M.H.** (September, 2016) Adolescents' empathic reactions to others' triumph over adversity are positively related to connectivity at rest between the default mode network and the anterior insula. Poster [abstract] presented at the bi-annual conference of the International Mind, Brain and Education Society, Toronto, Canada.
- \*Rotenstein, V., \*Gotlieb, R., \*Alsup, S., \*Yang, X.F., **Immordino-Yang, M.H.** (September, 2016) Adolescents' reasoning about the community violence they have witnessed predicts subsequent empathic emotional responding to others' true experiences. Poster [abstract] presented at the bi-annual conference of the International Mind, Brain and Education Society, Toronto, Canada.
- \*Zhao, A., \*Yang, X., \*Gotlieb, R., \*Santana, M., **Immordino-Yang, M.H.** (September, 2016) Cultural identity, emotional home life and vagal tone additively influence bicultural immigrant adolescents' emotional expressiveness. Poster [abstract] presented at the bi-annual conference of the International Mind, Brain and Education Society, Toronto, Canada.
- \*Riveros, R., \*Yang, X., \*Gotlieb, R., \*Jahner, E., **Immordino-Yang, M.H.** (September, 2016) Intrinsic functional connectivity of the Default Mode Network predicts the purposefulness of youths' intended adult lives. Poster [abstract] presented at the bi-annual conference of the International Mind, Brain and Education Society, Toronto, Canada.
- \*Gotlieb, R., \*Yang, X.F., \*Rhoads, S., \*Riveros, R. & **Immordino-Yang, M.H.** (July, 2016) Adolescents' empathic reaction to others' triumph over adversity is positively related to intrinsic default mode network connectivity. Poster presented at the *Federation of all European Neuroscience Societies*, Copenhagen, Denmark.
- \*Gotlieb, R., \*Yang, X.F., \*Cheng, T.W., \*Hobeika, L. & **Immordino-Yang, M.H.** (June, 2016) Culture moderates how bicultural adolescents' interoceptive sensitivity impacts their empathy for triumph over adversity. Poster accepted to be presented at the *European Association for Research on Learning and Instruction: Neuroscience and Education Special Interest Group*, Amsterdam, Netherlands.
- \*Gotlieb, R., \*Yang, X.F., \*Cheng, T.W., \*Hobeika, L., & **Immordino-Yang, M.H.** (January, 2016) Culture moderates how bicultural adolescents' interoceptive sensitivity impacts their empathy for triumph over adversity. Poster presented at the *Emotions Preconference of the Society for Personality and Social Psychology*, San Diego, CA.
- \*Rotenstein, V., \*Gotlieb, R., \*Yang, X., **Immordino-Yang, M. H.** (January, 2016) Adolescents' reasoning about the community violence they have witnessed predicts subsequent empathic emotional responding to novel true stories [Abstract]. Poster presented at the 17th annual Convention of the Society for Personality and Social Psychology, San Diego, CA
- \*Rhoads, S. A., \*Rotenstein, V., \*Yang, X., \*Riveros, R. R., **Immordino-Yang, M. H.** (January, 2016) Adolescents' resting state brain connectivity is positively related to social media use, but negatively related to non-social media use [Abstract]. Poster presented at the 17th annual Convention of the Society for Personality and Social Psychology, San Diego, CA.
- \*Rhoads, S. A., \*Rotenstein, V., \*Yang, X., \*Riveros, R. R., **Immordino-Yang, M. H.** (October, 2015) Adolescents' resting state brain connectivity is positively related to social media use, but negatively



related to non-social media use [Abstract]. Poster presented at the National Academy of Sciences Conference on Digital Media and Developing Minds, Irvine, CA.

\*Cheng, T., \*Yang, X.-F., \*Hobeika, L., **Immordino-Yang, M.H.** (April, 2015) Interoceptive awareness and acculturation in bicultural adolescents [Abstract]. Poster presented at the 2015 Meeting of the Social and Affective Neuroscience Society, Boston, MA.

**Immordino-Yang, M.H.**, \*Yang, X.-F., Damasio, H. (April, 2015) Cultural modes of expressing emotions influence how emotions are experienced [Abstract]. Poster presented at the 2015 Meeting of the Social and Affective Neuroscience Society, Boston, MA.

**Immordino-Yang, M.H.** & \*Yang, X. (February, 2015) Cultural and individual differences in the contributions of somatosensory neural activity to social-emotional feelings. Poster presented at the Annual Convention of the Society for Personality and Social Psychology, Long Beach, CA.

\*Yang, X.-F., \*Cheng, T., \*Hobeika, L., \*Vergara, S., **Immordino-Yang, M.H.** (February, 2015) Interoceptive awareness and cultural identity are related negatively in East-Asian American adolescents, but positively in Latino American adolescents [Abstract]. Poster presented at the Advances in Cultural Psychology Preconference of the Annual Convention of the Society for Personality and Social Psychology, Long Beach, CA.

\*Yang, X.-F. & **Immordino-Yang, M.H.** (February, 2015) East-Asian adolescents' emotional home life predicts the acquisition of an acculturated pattern of correlation between anterior insula activity and social-emotional feelings [Abstract]. Poster presented at the Emotion Preconference of the Annual Convention of the Society for Personality and Social Psychology, Long Beach, CA.

**Immordino-Yang, M.H.** & \*Yang, X. (November, 2014) Adolescents' age and emotional home life predict the acquisition of strong and culture-specific patterns of correlation between neural activity and social-emotional feelings. Poster presented at the bi-annual conference of the International Mind, Brain and Education Society, Ft. Worth, TX.

\*Jahner, E., \*Normington Pound, V., \*Yang, X. & **Immordino-Yang, M.H.** (November, 2014) Cultural literacy, intellectual curiosity, academic resilience and the road to "self as scientist": Qualitative analyses of low-SES adolescents' experiences in a neuroscience camp. Poster presented at the bi-annual conference of the International Mind, Brain and Education Society, Ft. Worth, TX.

\*Rotenstein, V., \*Bansal, S., \*Yang, X.-F. & **Immordino-Yang, M.H.** (April, 2014) Social and non-social media are oppositely related to empathic concern in adolescents. Poster presented at the USC Undergraduate Research Symposium, University of Southern California, Los Angeles, CA.

\*Yang, X.-F., **Immordino-Yang, M.H.** (April, 2014) Culture and cardiac vagal tone independently influence expressiveness and heart-rate response during emotion [Abstract]. Poster presented at *The International Cultural Neuroscience Consortium Conference*, Ann Arbor, MI. NOTE: X. Yang received a competitive student travel support award.

**Immordino-Yang, M.H.**, \*Yang, X., \*Pavarini, G., Schnall, S., (November, 2013) Spontaneous gaze aversion during interview-induced moral elevation predicts subsequent default-network activation. Poster presented at the Annual meeting of the Society for Neuroscience, San Diego, CA.

\*Yang, X.-F. & **Immordino-Yang, M. H.** (November, 2013) Resting cardiac vagal tone is inversely related to intrinsic functional connectivity within the salience network. Poster presented at the Annual meeting of the Society for Neuroscience, San Diego, CA.

\*Gimbel, S.I., Kaplan, J.T., **Immordino-Yang, M.H.**, \*Tipper, C.M., Gordon, A.S., Dehghani, M., Sagae, K., **Damasio, H.**, **Damasio, A.** (November, 2013) Neural Response to narratives framed with sacred values. Poster presented at the Annual meeting of the Society for Neuroscience, San Diego, CA.

- \*Yang, X.-F. & **Immordino-Yang, M. H.** (May, 2013) Cultural differences in heart rate response and relations to individuals' social-emotional expressiveness. Poster presented at the inaugural International Cultural Neuroscience Consortium Conference, Evanston, IL.
- \*Yang, X.-F. & **Immordino-Yang, M. H.** (April, 2013) Cultural background and resting cardiac vagal tone independently influence emotional expressiveness. Poster presented at the annual meeting of the Social and Affective Neuroscience Society, San Francisco, CA.
- \*Saxbe, D., \*Borofsky, L., Kaplan, J., **Immordino-Yang, M.H.** & **Margolin, G.** (April, 2013) Reading parents' minds: Adolescents' mentalizing skill and family conflict history moderate neural activation to parents' state affect. Poster presented at the annual meeting of the Social and Affective Neuroscience Society, San Francisco, CA.
- \*Yang, X.-F., \*Wong, S. W. H. & **Immordino-Yang, M. H.** (June, 2012) Heart rate deceleration predicts BOLD activity in default mode regions during emotion processing. Presented as a poster and invited talk at the 18th annual meeting of Human Brain Mapping, Beijing, China.
- \*Yang, X.-F., \*Pavarini, G., Schnall, S., **Immordino-Yang, M. H.** (May, 2012) Spontaneous gaze aversion during interview-induced moral elevation predicts subsequent default network activation. Presented at the 2012 Association for Psychological Science Convention, Chicago, IL.
- \*Yang, X.-F. & **Immordino-Yang, M. H.** (March, 2012). Resting cardiac vagal control and cultural background contribute to emotion responses during compassion for physical pain. Presented at the Cognitive Neuroscience Society Annual Meeting, Chicago, IL.
- \*Yang, X.-F., \*Saxbe, D. E., \*Borofsky, L. A., \*Murphy, M. C., **Immordino-Yang, M. H.** (November, 2011) *Do you think it or feel it? Language and neural activity reflect individual differences in emotion processing. [Abstract]*. Presented at 41<sup>st</sup> annual meeting of Society of Neuroscience, Washington, D. C.
- \*Singh, V. and **Immordino-Yang, M.H.** (June, 2011) *Neural and psychophysiological correlates of judging everyday moral violations*. Poster presented at the biannual meeting of the International Mind, Brain and Education Society, San Diego, CA.
- \*Singh, V. and **Immordino-Yang, M.H.** (May, 2011) *Neural correlates of judging morality and affect in everyday situations*. Poster presented at the 23rd convention of the Association for Psychological Science, Washington D.C.
- \*Yang, X.-F., \*Wong, S. W. H., & **Immordino-Yang, M.H.** (November, 2010). *Resting Cardiac Vagal Activity Predicts Heart Rate Change during Compassion for Physical Pain. [Abstract]*. Presented at 40<sup>th</sup> annual meeting of Society for Neuroscience, San Diego, CA.
- \*Singh, V. and **Immordino-Yang, M.H.** (June, 2010) *Activation and interconnectivity of the hippocampus during the feeling of admiration and compassion*. Presented by V. Singh at the FENS-IBRO Summer School (Federation of European Neuroscience Societies-International Brain Research Organization), entitled Cognition and Action: System Neuroscience Approaches to Understanding Complex Behavior. Dubrovnik, Croatia. NOTE: The poster was awarded "Best presentation of the Conference".

## **INVITED LECTURES/COLLOQUIA**

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*Embodied brains, social minds, cultural meaning: Interdisciplinary, cross-cultural studies of social-emotional experience*. Invited lecture to Barbara Rogoff's laboratory at the University of California at Santa Cruz, Feb. 2, 2017.

*Embodied brains, social minds, cultural meaning: What the neurobiology of self-awareness could tell us about the psychology of mindsets*. Invited lecture to the Stanford Mindset Scholars Network, Seattle, WA. Oct. 6, 2016

*Rest is not idleness in the brain.* Invited “Bring the Family” Address to the AAAS annual conference, Boston, MA, (expected) Feb. 2017.

*Educating emotional minds.* Invited colloquium to the Presidential Scholars’ Seminars in Neuroscience in Society Series, Columbia University, NY, New York, May 2, 2016.

*Connecting education and neuroscience to inform research and practice.* Invited lecture to the Princeton Neuroscience Network, Princeton University, Princeton, NJ, May 4, 2016.

*Educating college students to think well in the global age: Interdisciplinary perspectives.* Evening lecture delivered to the Goucher College community under the auspices of the Jane and Robert Meyerhoff Visiting Professorship and as part of “The Science, Ethics, and Practice of Mindfulness” Theme Semester, Baltimore, MD, Feb. 15, 2016.

*Embodied brains, social minds, cultural meaning: Applying social affective neuroscience to education.* Invited colloquium at the Catholic University of Eichstaett, Germany, December 16, 2015.

*Embodied brains, social minds, cultural meaning: Applying social affective neuroscience to education.* Invited colloquium to the Faculty for Psychology and Educational Sciences, Ludwig-Maximilians Universität München, Munich, Germany, December 15, 2015.

*Embodied brains, social minds, cultural meaning: Interdisciplinary studies of emotional experience across cultures.* Invited colloquium to the Center for Social and Cultural Psychology, University of Leuven, Belgium, December 14, 2015.

*Embodied brains, social minds, cultural meaning: Interdisciplinary studies of emotional experience across cultures.* Invited colloquium to the Institut for Kultur og Samfund, Aarhus University, Denmark, December 8, 2015.

*Embodied brains, social minds, cultural meaning: Interdisciplinary studies of emotional experience across cultures.* Invited colloquium to the Karolinska Institute, Stockholm, Sweden, December 3, 2015. <https://www.youtube.com/watch?v=N6VfZ92AdhU&index=10&list=PLnqQJIOEhuwzRAL5hv2uQSRfUrlPXyYG8>

*Culture, social experience and the neurobiological development of social emotion processing in adolescence.* Invited colloquium to the Center for Lifespan Psychology at the Max Planck Institute for Human Development, Berlin, Germany, December 1, 2015.

*Leveraging cultural diversity to strengthen urban education: An interdisciplinary perspective.* Invited dean’s colloquium at the School of Education, University of California Irvine, October 15, 2015.

*Embodied brains, social minds: Interdisciplinary studies of emotional experience across cultures.* Invited interdepartmental colloquium at Vanderbilt University, Nashville, TN, May 20, 2015.

*Embodied brains, social minds, cultural meaning: Applying social affective neuroscience to education.* Invited speaker in the Dean’s Distinguished Lecture Series, HUGSE, Cambridge, MA, April 27, 2015.

*Standing on the shoulders of giants.* Invited symposium chaired at the retirement celebration of Prof. Kurt Fischer, HUGSE, Cambridge, MA, April 11, 2015.

*Embodied brains, social minds: Cultural influences on the expression of compassion influence the experience of compassion.* Recorded address to *The Science of Compassion Conference*, organized by Stanford CCARE, San Francisco, CA, November 11, 2014. <https://www.youtube.com/watch?v=ibskh4cjjF8> (talk at 41 minutes in)

*Rest is not idleness: Educating for constructive internal reflection.* Evening lecture to the Sheridan College Insight Series, sponsored by the Kibbe Foundation for Children, the Homer and Mildred Scott Foundation and Sheridan public school districts, Sheridan, WY, August 20, 2014.

*Embodied brains, social minds: Educating children in a globalized, digital world.* Lecture at the Harvard Future of Learning Summer Institute, sponsored by Harvard University Project Zero, July 30, 2014.

*Embodied brains, social minds: Emotions and morality in a globalized age.* Invited, live-streamed and recorded/produced lecture to *A Day of Learning: Confronting Evil in Individuals and Societies*. Conference organized by Facing History and Ourselves, and by HUGSE’s Project Zero. The recorded lecture will be part of a high-school curriculum. Harvard University, April 11, 2014.

*We feel, therefore we learn: Connections between neuroscience, education and culture.* Florida International University College of Education Dean's Speakers Series, March 19, 2014.

*Cultural influences on the neural correlates of emotional feelings.* Colloquium delivered via video conference to the arts, medical and humanities faculties, Karolinska Institute, Stockholm, Sweden. March 6, 2014.

*Embodied brains, social minds.* Ellbogen Biennial Seminar Series Speaker; series of 6 lectures to the University of Wyoming education and neuroscience departments, including a lunchtime keynote to teaching faculty (all departments) and a research keynote to the university academic community, October 1-2, 2013.

*Social emotions in developmental and cross-cultural perspective.* 12 lecture-hour colloquium delivered to the I Maestría en Neurociencia y Educación, Centro Iberoamericano de Neurociencias, Educación y Desarrollo Humano, CEREBRUM y la Universidad Antonio Ruiz de Montoya-UARM, Lima, Peru, June 6-7, 2013.

*Emotions in neurobiological and cross-cultural perspective.* Presentation to the Psychiatry Neuroscience Seminar Series, Langley Porter Psychiatric Institute, UCSF, February 14, 2013.

*Rest is not idleness: Neurobiological perspectives on adolescent emotional development.* Presentation to the Stanford Center on Adolescence, February 13, 2013.

*Neurobiological correlates of experiencing emotions in Beijing and Los Angeles.* Presentation to the Affective Science Laboratory (Jamil Zaki, PI), Stanford University, February 13, 2013.

*Neurobiological correlates of experiencing emotions in Beijing and Los Angeles.* Keynote presentation to the 1st annual retreat of the USC College 2020 Initiative, *Adapting to downturn, rising with recovery: Multimethod training for social neuroscientists.* Catalina Island, CA, August 18, 2012.

*Neurobiological correlates of experiencing emotion in Beijing and Los Angeles.* Presentation to the Gabrieli Cognitive Neuroscience Laboratory, MIT. August 3, 2012.

*Embodied brains, social minds: Neurobiological correlates of emotion experience in Los Angeles and Beijing.* Keynote presentation to the Foundation for Psychocultural Research-UCLA Culture, Brain, Development, and Mental Health Reunion Conference, April 20, 2012.

*Embodied brains, social minds: Neurobiological correlates of emotion experience in Los Angeles and Beijing.* Presentation to the Stanford University Culture and Emotion Lab, Feb. 16, 2012.

*Embodied brains, social minds: Neuropsychological perspectives on social emotions and self in a global, technological age.* University of Sydney, Australia, November 9, 2011.

*What the neurobiology of emotion and culture mean for nurturing the connected mind.* Keynote presentation at the USC Teaching with Technology Conference: The connected mind. May 3, 2011.

*The psychology and neurobiology of social emotion.* Lecture at the Smith College Mind, Body and Education Colloquia, North Hampton, MA, November 18, 2010.

*Understanding emotion and social processing in educational contexts.* Lecture at the Harvard Graduate School of Education, Nov. 19, 2010.

*Neurobiological perspectives on creativity as a social emotional process.* Keynote lecture at the Utah Valley University Arts in Education Conference, Orem, UT, October 1, 2010.

*Social emotion and learning: Neurobiological and psychosocial perspectives on embodiment.* Lecture at the Institute of Educational Psychology, University of Munich, Germany, September 7, 2010.

*Our bodies, our minds, our "selves": The relevance of social and affective neuroscience to education.* Lecture to the Harvard University Institute for Mind, Brain and Education, Cambridge, MA, June 21, 2010.

*Me, myself and "you": Cross cultural investigations of admiration and compassion.* Lecture to the Center for Group Dynamics Seminar Series, followed by a presentation and discussion to the Center for Culture, Mind and the Brain, University of Michigan, Ann Arbor MI, March 22, 2010.

*Emotion and social interaction in learning and schools.* Lecture at the Harvard Future of Learning Summer Institute, sponsored by Harvard University Project Zero, Cambridge, MA, August 5, 2009.

*Admiration and Compassion: Interactions of the body and mind in moral emotions.* Lecture at the Harvard University Institute for Mind, Brain and Education, Cambridge, MA, July 2, 2009.

- Neural correlates of admiration and compassion: Clinical implications for diagnosing acquired social deficits?* Lecture sponsored by the Dickerson Lab at Harvard MGH and the Interdisciplinary Affective Science Lab of Lisa Feldman Barrett at Boston College, Boston, MA, July 1, 2009.
- Social and affective neuroscience and education: Connections and promises.* Series of three lectures: to the University of Texas, Arlington education and psychology faculty, to the Board of the Arlington Unified School District, and to parents and teachers of students in Arlington Public Schools, April 21-22, 2009.
- The cognitive neuroscience of social emotion: Implications for education?* Lecture to the Harvard University Graduate School of Education Future of Learning Initiative, as part of a series entitled, “How is neuroscience changing our understanding of learning and teaching?” Cambridge, MA (by videoconference) November 5, 2008.
- The science of emotion, social interaction, and learning: The state of the art.* Series of three lectures at the University of Washington, Seattle, sponsored by the UW Psychology Department and by the Evergreen School Speaker Series, November 14-15, 2008.
- The cognitive neuroscience of social emotions across cultures: Implications for education in a global world.* Lecture at the first Asia-Pacific Conference on Mind, Brain and Education in Nanjing, China, October 26, 2008.
- Admiration and Compassion: Interactions of the body and mind in moral emotions.* Lecture to the Harvard University Institute for Mind, Brain and Education, Cambridge, MA, July 9, 2008.
- Brains in social and affective contexts: Implications from cognitive neuroscience research for schools.* Address at the Salk Institute for town-hall style meeting entitled *Brains R Us: The Science of Educating*, sponsored by the UC San Diego National Science Foundation Temporal Dynamics of Learning Center, on March 3, 2008.
- Mind, Brain and Education: Lessons from theory, research and practice.* Series of four lectures at the University of Maine at Farmington on Sept. 22-24, 2004.
- Emotion in speech and faces in two boys living with half a brain.* Lecture to the Mind, Brain and Behavior Graduate Initiative, Harvard University, Cambridge, MA on Feb. 19, 2004.
- Working memory for music and language: Do we develop analogous systems based on similar symbolic experience?* Colloquium lecture co-sponsored by ARTS (Arts Research, Theses, and Scholarship) and DDRG (Dynamic Development Research Group), Harvard University Graduate School of Education, Cambridge, MA on Dec. 9, 2002.

## **SELECTED SERVICE PRESENTATIONS**

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- Embodied brains, social minds, cultural meaning: Insights from social-affective neuroscience for improving pedagogy.* Invited speaker to the Santa Cruz Education Speaker Series hosted by Gateway School (Santa Cruz, CA), York School (Seaside, CA), Mount Madonna School (Watsonville, CA) and Cabrillo College (Aptos, CA). Santa Cruz, CA. Feb. 1, 2017.
- Rest is not idleness in the brain: Insights from social-affective neuroscience for educators in high-performing public school districts.* 3-hour workshop to the 21<sup>st</sup> Century Superintendents’ Consortium Meeting, Dallas, TX. Oct. 27, 2016.
- What are emotions, and why do emotions matter in teaching and learning?* Invited keynote lecture to the Momentous Institute “Changing the Odds” Conference for educators, Dallas, TX. Oct. 7, 2016.
- The importance of relationships to learning in school.* 30-minute presentation to be included in the Science of Learning Research Center’s Deep Learning MOOC, University of Queensland, Australia. Recorded Sept. 26, 2016.
- Embodied brains, social minds, cultural meaning: Insights from social-affective neuroscience for improving pedagogy.* Full-day professional development workshop for the faculty of Shalhevet Academy, LAUSD, Los Angeles, CA. Aug. 24, 2016.

*What is the link between grit and imagination? Emotions.* Invited talk to the Grit and Imagination Summit, hosted by the University of Pennsylvania Imagination Institute in honor of Sir John Templeton. Philadelphia, PA, Aug. 2, 2016.

*Embodied brains, social minds, cultural meaning: Social-affective development in educational context.* 2-hour workshop to the Harvard Graduate School of Education Future of Learning Institute. Cambridge, MA, July 29, 2016.

*Rest is not idleness in the brain: Insights from social-affective neuroscience for educators.* 2-hour workshop to the leadership of Bank Street College and The Blue School, followed by an evening presentation open to the community. New York, NY, May 3, 2016.

*Adolescent brain, social, emotional and academic development: Implications for innovating in LAUSD's middle schools.* Prerecorded presentation to the LAUSD Office of Curriculum, Instruction and School Support, and community attendees, Los Angeles, CA, Feb. 25<sup>th</sup>, 2016.  
<http://achieve.lausd.net/Page/10898#spn-content>

*Adolescent brains and emotions: Peers, parents, culture, risks and resilience.* Plenary address at the Learning and the Brain Conference, San Francisco, CA, Feb 12<sup>th</sup>, 2016.

*Education in global context: Understanding the role of emotions, values and social relationships.* Invited briefing to the United States' Ambassador to Germany and his staff, Berlin, Dec. 1<sup>st</sup>, 2015.

*The science of social learning: Emotions in the brain, teaching and learning.* Plenary talk to the Learning and the Brain Conference, Boston, MA, Nov. 14, 2015.

*Rethinking the goals of education using interdisciplinary evidence on development.* Opening keynote to the annual conference for heads of schools of the Connecticut Association of Independent Schools (CAIS). Nov. 13, 2015, Mystic, CT.

*Rest is not idleness in the brain: How social emotions are foundational for learning.* Keynote presentation to the 125<sup>th</sup> anniversary celebration of The Williams School, Nov. 12, 2015, New London, CT.

*Emotions, learning and the brain.* Keynote lecture to the Houghton Mifflin Harcourt Math Summit, Nov. 10, 2015, Beverly Hills, CA.

*Media, social communication and self.* Video-recorded presentation at the National Academy of Sciences Institute of Digital Media and the Developing Child. Oct. 14, 2015, Irvine, CA.

*Emotions, learning and the brain: Implications for urban education reform.* Invited presentation to the Rossier School of Education Board of Councilors. Oct. 7, 2015, Los Angeles, CA.

*Rest is not idleness in the brain: Why kids need may downtime and opportunities for reflection to develop a strong sense of self and a moral compass.* Video-recorded plenary talk to the Dalai Lama Institute's Heart-Mind Conference, Oct. 2, 2015, Vancouver, Canada.

*Rest is not idleness in the brain: Reconciling rigor with well-being in education.* Full day interactive lecture and curriculum planning workshop delivered to the faculty of the Phillips Exeter Academy. Sept. 3, 2015, Exeter, NH.

*Rethinking the goals of education using interdisciplinary evidence on development.* Opening keynote and interactive discussion to the deep-dive working conference of the National Association of Independent Schools (NAIS). May 19, 2015, Nashville, TN.

*The relevance of emotion processing for the design of online learning environments.* Colloquium delivered at Noodle. May 8, 2015, New York, NY.

*The social, emotional brain: Implications for how children learn, and how to teach them.* Keynote address to the Learning and the Brain Conference. May 8, 2015, New York, NY.

*Rethinking the goals of education using interdisciplinary evidence on development.* Colloquium and interactive discussion for faculty at the Phillips Exeter Academy. April 29, 2015, Exeter, NH.

*Embodied brains, social minds: Using affective neuroscience to inform the design of online learning environments.* Presentation to the Center for Applied Special Technologies (CAST), April 10, 2015, Wakefield, MA.

*Emotions, learning and the brain: What educators should know.* Full day presentation to the Brainy Bunch, an association of teachers, administrators and parents headed by Pat Wolfe. January 16, 2015, Napa, CA.

*A developmental, neurobiological perspective on the relation between acting and experiencing.* Keynote presentation to the American Association of Theater Educators (AATE) Annual Conference. Aug. 1, 2014, Denver, CO.

*Embodied brains, social minds: Neuroscientific perspectives on emotions and social relationships in learning.* 3-hour keynote lecture to the Association of Educational Therapists (AET) Annual Conference. Oct. 24, 2014, Anaheim, CA.

*Embodied brains, social minds: Exploring the role of social emotion, self-awareness and culture in group membership and decision-making under stress.* Lecture to the U.S. Army Immersive Training Workshop (for new commandants and other senior leaders from the Non-Commissioned Officer Academies), hosted at USC Institute for Creative Technologies. Sept. 24, 2014, Marina del Rey, CA.

*Embodied brains, social minds: Exploring the role of social emotion, self-awareness and culture in learning.* 1-hour keynote followed by a 3-hour workshop to Dawson College Pedagogy Day (annual required professional development conference for all faculty). Oct. 17, 2014, Montreal, Canada.

*Neuroscientific perspectives on emotion, culture and compassion.* 3-day series of day and evening talks and workshops for faculty, parents and 9<sup>th</sup>-grade classes in the wake of police violence and community unrest, at Mary Institute and St. Louis Country Day School (MICDS). Sept. 17-19, 2014, St. Louis, MO.

*Embodied brains, social minds: How emotions integrate self, others and community.* 3-hour workshop for high school principals followed by a 1.5 hour keynote presentation to the 5th APS Global Educational Leadership Conference, entitled *People Matter: Growing Self, Growing Others, Growing Community*. May 7-8, 2014, Singapore.

*Embodied brains, social minds: Why learning is an inherently social and relational process, and what this means for schools that serve migrant and immigrant children.* 3-hour keynote presentation to the Early Childhood Educators' Conference, March 29, 2014, Corning, CA.

*Making connections: The art and science of teaching.* Week-long workshop conducted for the Visible Thinking cooperative of teachers and schools in South Florida and South and Central America, March 17-21, 2014, Miami, FL.

*Embodied brains, social minds: The relevance of social affective neuroscience to education.* Presentation to the Temporal Dynamics of Learning Center All Hands Meeting, February 8, 2014, University of California San Diego, La Jolla, CA.

*Rest is not idleness: Neurobiological perspectives on social emotions, moral development and academic learning.* Keynote address to the RAVSAK/PARDES Day School Leadership Conference, January 21, 2014, Los Angeles, CA. <https://www.youtube.com/watch?v=fMoJdgy2Nfi>

*Embodied brains, social minds: The role of non-cognitive variables in predicting and supporting college success.* Keynote address to the National Scholarship Providers' Conference, Oct. 15, 2013, Portland, OR.

*Embodied brains, social minds: Child and adolescent development in a technological age.* Series of 3 lectures at Viewpoint School, Calabasus, CA, to the high school student body (500 students), the faculty and staff, and the students' parents, October 7, 2013.

*The power of story.* Speech delivered to the USC Shoah Foundation Humanitarian Gala Event honoring George Clooney, Oct. 3, 2013, New York, NY.

*Embodied brains, social minds.* Keynote talk delivered to the NexusEQ conference organized by 6sec.org, Harvard Medical School, Boston, MA, June, 2013

*Brains at rest: Neurobiological perspectives on the development of social reflectiveness.* Keynote presentation to the Learning and the Brain Conference, San Francisco, CA, February 14, 2013.

*Empathy in the digital age.* Public debate with Howard Gardner sponsored by the Shoah Foundation, Los Angeles, CA, Feb. 11, 2013. <http://sfi.usc.edu/content/20130211-lecture-dr-howard-gardner-digital-media-learning-and-empathy>

*Addressing the four C's: K-12 pedagogy for healthy emotions and relationships.* Lunchtime keynote presentation to the Manhattan Beach California Unified School District's annual professional development workshop for K-12 faculty, October 22, 2012.

*Designing neuroscience research programs that can inform important societal issues and questions.* Lecture to the USC Neuroscience Graduate Program conference on communicating neuroscience to the public. October 5, 2012.

*Embodied brains, social minds: How relationships shape learning, motivation and self.* Presentation to the Hawn Foundation professional development conference for teachers on Changing the odds: Supporting Mindful Learning, Dallas, TX, September 21, 2012.

*Neurobiological and developmental perspectives on the origins of creativity in children.* Keynote presentation to the Learning and the Brain Conference, hosted by Columbia University, April 19, 2012.

*Embodied brains, social minds: Perspectives on the emotional origins of creativity and scientific knowledge.* Address to the Bay Area Discovery Museum Donor Circle Speaker Series, San Francisco, CA, Feb. 16, 2012.

*Emotions as adaptive processes.* Workshop to the Army Training and Doctrine Command (TRADOC), Institute for Creative Technologies, Marina del Rey, CA, Feb. 15, 2012.

*Embodied brains, social minds: Neurobiological and developmental perspectives on emotion, culture and learning.* 6-hour workshop at the Rivers School, Weston, MA, Jan. 3, 2012

*The neurobiology of our human potential for virtue* (keynote lecture to 1000 participants); *The art and science of teaching and learning* (post-conference workshop to 80 participants). Conference on Mind and its Potential, Sydney, Australia, Nov. 8-9, 2011.

*Embodied brains, social minds: How inspiration motivates purposeful learning.* TEDx talk, October 22, 2011. <http://tedxmanhattanbeach.com/2011/10/tlc-mhiy/>

*Embodied brains, social minds: Perspectives on emotion, learning and self.* Keynote presentation at the International Primary Curriculum Leadership Conference, London, England, October 13, 2011.

*What can science contribute to the future of learning?* (public debate between MHIY, Howard Gardner and David Rose); *Embodied brains, social minds: neurobiological perspectives on learning in a digital, global age* (plenary lecture). Future of learning conference, Harvard Graduate School of Education, Cambridge, MA. August 2, 2011.

*The future of Mind, Brain and Education in a global society.* Public debate with Howard Gardner and David Rose at the Harvard Future of Learning Summer Institute, sponsored by Harvard University Project Zero, Cambridge, MA, August 5, 2010.

*Neuroscience and Education: Some examples of the potential.* Joint lecture with Peter Mundy to the AAU Education Deans' Meeting, Washington, D.C., November 13, 2009.

*Social affective neuroscience, cultural differences, and implications for education in a global world.* 5-hour lecture/workshop at the Ross Global Academy International Conference on Emotion and Learning, East Hampton, MA, August 25, 2009.

*Our bodies, our minds, our "selves": Neurobiological perspectives on emotion, social interaction and learning.* Keynote lecture to 1450 special education teachers at the Anchorage School District Special Education Cross District Training, Anchorage, AK, August 14, 2009.

*Our bodies, our minds—our cultures, our selves: Body, mind and emotion in learning.* Keynote address to the Learning and the Brain Conference, Boston, MA, November 22, 2008.

*Educating adult students with disabilities: The role of social interaction and shared emotion in learning.* Opening keynote lecture to the California Association for Postsecondary Education and Disability (CAPED) 33<sup>rd</sup> Annual Convention, San Francisco, CA, Oct. 7, 2008.

*The neurobiological link between emotion, cognition and social processing: Implications for education.* Keynote address to the Learning and the Brain Conference, San Francisco, CA Feb. 9, 2008.



*All smoke and mirror neurons: Body, mind and emotion in the making of "us"*. Invited series of three lectures to the Santa Barbara community of educators, pediatric clinicians and parents, sponsored by the Crane Country Day School, Santa Barbara, CA, August, October, and December, 2008.

*Emotion, social interaction and learning: Lessons for education from two boys living with half their brains*. Keynote address to the Learning and the Brain Conference, San Francisco, CA Feb. 15, 2007.

*An introduction to the brain and neurosciences for educators*. Three-hour workshop delivered at the Summer Institute on Connecting the Mind, Brain and Education, Harvard University Programs in Professional Education, Cambridge, MA on June 22, 2003 and June 30, 2008. Workshop delivered to the conference of the International Mind, Brain and Education Society, Nov. 1, 2007; May 28, 2009. Workshop delivered to the Learning and the Brain Conference triannually, 2004-2011.

*A conceptual introduction to the brain and neuroscience*. Guest video-lecture and follow-up interactive session delivered to K. Fischer's and H. Gardner's course, *Cognitive Development, Education and the Brain*, HU Graduate School of Education, on Sept. 20, 2001, Feb 3, 2003, Feb. 9, 2004, March 2, 2005.

*The importance of bringing "M" and "B" to "E": A critical conversation about research on hemispherectomy*. Invited video lecture with A. Battro for K. Fischer's and H. Gardner's course, *Cognitive Development, Education and the Brain*, HUGSE, on Oct. 8, 2004.

*Language, Emotion and Brain Development*. Lecture to the Summer Institute on Connecting the Mind, Brain and Education, Harvard University Programs in Professional Education, Cambridge, MA on June 25, 2002 and June 24, 2003.

*The neurobiology of working memory for music and language: Where is the overlap, and why?* Guest lecture delivered to Marc McManus' course, *Developmental Neurobiology*, Harvard University Psychology Department, Cambridge, MA on April 19, 2001.

*Mind, Brain and Education: Integrating across disciplinary boundaries*. Joint talk to the Visiting Committee, Harvard University Graduate School of Education, Cambridge, MA on April 10, 2003.

*Forging the link between learning and brain science*. Invited joint lecture to the Charles Eliot Society, Harvard University, Cambridge, MA on March 15, 2000.

*Sense and Nonsense: Neuroscience's impact on Education*. Invited joint lecture to the Provost's Committee of Harvard University, Cambridge, MA on Nov. 20, 1999.

## **CURRICULUM DESIGN AND TEACHING EXPERIENCE**

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### *University and Graduate Level*

2010, '12-'16 **Course Coordinator, Instructor**, EDUC 713, "Development across the lifespan" (Education Psychology doctoral core course), USC

2013-2016 **Instructor**, NEUR HP 490, Directed undergraduate research in neuroscience, USC

2014-2015 **Instructor**, EDUC 791, Doctoral research practicum in education, USC

2013-2015 **Neuroscience Graduate Program Curriculum Redesign Committee**, USC

2012-2014 **Faculty**, Social Neuroscience College 2020 Initiative (doctoral research mentor), USC

2010-2015 **Faculty**, BISC-490 Neuroscience research training (undergrad. research sponsor), USC

2012-2014 **Contributing Instructor**, NEUR 599, "Advanced Overview of Neuroscience II," USC

2009, '10 **Instructor**, EDUC 525, "Challenges in urban education: Learning" (doc. core course), USC

2009 **Instructor**, EDUC 520, "Development across the life span" (masters), USC

2007-2008 **Undergraduate Honors Thesis Advisor**, Institute for Multimedia Literacy, USC

2010-2011 **Content Director, Course developer**, "Neuroscience and the classroom: Making connections" Free, online masters-level course for teachers, funded by the Annenberg Media Foundation. Offered for graduate credit via CO State University. (Note: this course had 17,000 users in its first year, and has continued to expand its use since.)

- 2007-present **Doctoral/Undergraduate Advisor/Supervisor**, Brain & Creativity Institute, USC  
(In addition to USC students, I have supervised undergraduate and graduate students visiting from various institutions, among them University of São Paulo, Brazil; University of Bielefeld, Germany; Northeastern University; Harvard University; India Institute of Medical Sciences; Ecole Normale Supérieure (ENS); Ecole des Hautes Etudes en Sciences Sociales (EHESS); University Paris Descartes; Bennington College; Amherst College; Yale University; Cambridge University; others.)
- 2003-2004 **Teaching Fellow**, H-156, "Doctoral Research Practicum on Dynamic Development of Cognition and Emotion" HUGSE, Cambridge, MA (with K. Fischer)
- 2000-2003 **Mind, Brain and Education Course Developer/Senior Course Coordinator**, HT-100 Human Development and Psychology/Psychology Department, HU (with K. Fischer & H. Gardner)
- 2001-2002 **Teaching Fellow**, H-090, "Proseminar in Human Development and Psychology." HUGSE (with C. Snow & R. Selman)
- 1999-2001 **Lead Teaching Fellow**, H-134, "Cognition, Emotion, and the Developing Brain." Human Development and Psychology/Psychology Department, HU (with K. Fischer)
- 1999-2001 **Teaching Fellow**, T-560, "Neuropsychology and Instructional Design: Meeting the Challenge of Individual Differences." HUGSE (with D. Rose)
- 1998-1999 **Curriculum Developer/Peer Advisor**, Mind, Brain and Education Masters Program HUGSE (with K. Fischer) Collaboratively developed and implemented a new interdepartmental masters program in MBE.

***For PK-16 teachers/administrators/leaders***

- 2010-2016 **Faculty**, Future of Learning Institute, Harvard University Project Zero
- 2004-2015 **Workshop leader**, "The art and science of teaching"  
(internationally attended weeklong workshop for educators and policy makers that has been hosted by schools in Massachusetts, Alaska, Florida, California, London, Singapore, Australia)
- 2010, '11 **Faculty**, International Mind, Brain, Health and Education Institute, HUGSE
- 2002-2015 **Lecturer**, Harvard University Programs in Professional Education

***Related Activities/Service***

- 2016 **Interim Director of the PhD Program**, RSOE, USC  
Organized and chaired full-day PhD-faculty-wide retreat to assess and launch the revision of the core curriculum, Aug. 2016.
- 2014-2017 **Teaching and Learning Committee**, Advisor to the Superintendent of Schools, Manhattan Beach USD
- 2008-2011 **Admissions and employment review committee**, Brain and Creativity Institute, USC
- 2008-2009 **Educator in Residence**, Crane Country Day School, Santa Barbara, CA
- 2003-2004 **Committee on Curriculum and Instruction**, HUGSE, Cambridge, MA
- 2001 **Admissions Committee**, HUGSE, Cambridge, MA

**EXTERNAL PROFESSIONAL SERVICE**

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***Editorships***

- 2016-present **Editor**, *Cogent Psychology*

2014-present **Associate Editor**, *AERA Open* (AERA)  
 2011-present **Consulting Editor**, *Journal of Experimental Psychology: General* (APA)  
 2011-present **Editorial Board Member**, *Culture and Brain* (Internat. Cultural Neuroscience Consortium)  
 2009-present **Associate Editor**, *Mind, Brain and Education* (IMBES)  
 (2015 editor-in-chief search committee)

***Boards (selected)***

2016-present **Research Advisor**, Shoah Foundation  
 2014-present **Advisory Board Member**, Institute of Digital Media and Child Development  
 2013-present **Advisory Board Member**, USC Kortschak Center for Learning and Creativity  
 2011-2015 **Elected member of the governing board**, IMBES; elected president 2016-18  
 2008-present **National Advisory Board Member**, U. New Mexico Family Development Program  
 2007-2013 **Steering Committee Member**, The Ross School, East Hampton, NY

***External committees and other service (selected)***

2016- **Invited Member**, International Advisory Committee, Centre for Culture and Brain, Karolinska Institute, Stockholm, Sweden  
 2016-2020 **Invited Member**, Scientific Advisory Committee for the Centre for Research on Learning and Innovation (CRLI), University of Sydney, Australia  
 2016-2018 **Invited Member**, Aspen Institute National Commission on Social, Emotional and Academic Development, Council of Distinguished Scientists  
 2016 **Award Committee Member**, AAAS Early Career Award for Public Engagement with Science  
 2015-2016 **Appointed Member**, National Academies of Science (NAS)/National Research Council (NRC) Committee on How People Learn II: The Science and Practice of Learning  
 2015-2016 Appointed to the AERA Centennial Knowledge Forum (1 of 30 chosen from ~24K members)  
 2014-2016 **Invited Member**, AERA Review of Research Award Committee  
 2008, 2016 **Member of the Delphi Panel** of international experts on neuroeducation, charged with producing ethical and research standards for the new field of MBE.  
 2011 **Invited conference planning committee member**, Foundation for Psychocultural Research  
 2010-2011 **Invited Member of the President's Neuroeducation Leadership Coalition**, Society for Neuroscience  
 2009-2011 **Award committee chair**, Award for transforming education through neuroscience, sponsored by IMBES and the Learning and the Brain Conference  
 2008-present **NSF Reviewer**, Divisions: Research on Learning in Formal and Informal Settings; Brain and Cognitive Science  
 2008-present **Reviewer**, *Proceedings of the National Academy of Sciences; Contemporary Education Psychology; Brain; Cerebral Cortex; Perspectives on Psychological Science; Mind, Brain and Education; Behavior and Brain Sciences; Journal of Educational Computing Research; Human Brain Mapping; PLOS one; Social Cognitive and Affective Neuroscience; Social Neuroscience; WIREs Cognitive Science; Frontiers*; as well as various other scholarly journals, books, grant programs and conferences.

## EARLY RESEARCH EXPERIENCE/EMPLOYMENT

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- 2000-2005     **Dissertation Research:** "A tale of two cases: Emotion and affective prosody after right and left hemispherectomy."  
HUGSE, Cambridge, MA  
Conceived, designed and implemented a multiphase, multilingual study of prosodic language development and emotion in two adolescent boys with brain hemispheres surgically removed to control epilepsy and forty-six normal peers. Supervised multiple research assistants in Argentina and the U.S. in data collection and analysis. Collaborated with researchers at Children's Hospital and Mass. General Hospital, Boston. Advised by K. Fischer, C. Snow, and C. Ayoub.
- 2000-2002     **Qualifying Research:** "Working memory for music and language: Do we develop analogous systems based on similar symbolic experience?"  
HUGSE, Cambridge, MA  
Conducted an extensive review of knowledge about the neuroscience, cognitive science and development of processes related to working memory for music and language. Developed a novel theoretical framework to reconceptualize the relationships between these domains, and educational implications for the development of symbolic thinking. Advised by K. Fischer, H. Gardner, and D. Rose.
- 2000           **Research Assistant,** Autism Project, Massachusetts General Hospital, Boston, MA  
(with H. Tager-Flusberg and G. Harris)  
Helped to design and test fMRI protocols for research on language abilities and face perception in adult autistic subjects.
- 1998-1999     **Research Assistant,** Project on Cognitive Transfer of Reading Skills in Bilingual Learners  
HUGSE, Cambridge, MA (with C. Snow and M. Carlo)  
Helped to design, implement, collect and analyze data from the Boston portion of a national study on Spanish to English transfer in bilingual third graders.
- 1997-1998     **Researcher,** Project on Music Learning, HUGSE  
Using previously audiotaped data, designed a study of the use of language as a self-scaffolding tool in piano practicing. Supervised an assistant's reliability coding and analysis.
- 1997           **Research Assistant,** Home/School Longitudinal Study of Language Development  
HUGSE, Cambridge, MA (with C. Snow and P. Tabors)
- 1997           **Research Assistant,** Head Start Language Diversity Study  
HUGSE, Cambridge, MA (with C. Snow and P. Tabors)
- 1995-1997     **Seventh Grade Integrated Science Teacher, Curriculum Developer,** Science and Tech. Department, Randolph Junior/ Senior High School, Randolph, MA
- 1995           **Summer School Teacher,** French and Algebra, Manter Hall School, Osterville, MA
- 1995-2000     **Massachusetts Provisional Teacher Certification:** French, General Science
- 1993           **Laboratory Technician,** Infant Development Project  
Cornell University Infant Psychology Lab., Ithaca, NY (with E. Spelke)

### *Related service activities*

- 2007           **Advanced Seminar in Neuroimaging,** Dornsife Neuroimaging Center, USC  
Contribute to discussions furthering neuroimaging technologies and analysis.
- 2004-2005     **Mind, Brain and Education Doctoral Research Group,** HUGSE, Cambridge, MA

Conceived and implemented a new research training group for MBE doctoral students and faculty, with two other advanced doctoral students, advised by Kurt Fischer. Led biweekly research seminar (Fall '04).

- 1998-2005 **Mind, Brain, and Behavior Working Group**, Harvard University, Cambridge, MA Lectured, led and participated in cross-disciplinary discussions of pertinent research issues. HUGSE representative to the university-wide steering committee ('03-'04). Advised Harvard faculty on the program's design and allocation of resources.
- 1999-2004 **Brain Matters Discussion Group**, HUGSE, Cambridge, MA  
Organized student-run, biweekly meetings to discuss issues relating neuroscience research to education.
- 1998-2004 **Dynamic Development Research Group**, HUGSE, Cambridge, MA (Chair, '00-01)

## **SELECTED RECENT NATIONAL AND INTERNATIONAL MEDIA COVERAGE**

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### ***Award announcements and related interviews:***

- Rossier School of Education (October 4, 2016) Immordino-Yang selected for a major national Aspen Institute initiative: <http://rossier.usc.edu/immordino-yang-selected-for-a-major-national-aspen-institute-initiative/>
- Federation of Associations in Behavioral and Brain Sciences (FABBS) Foundation Early Career Impact Award: <http://www.fabbs.org/fabbs-foundation/honoring-our-scientists/early-career-investigator-award-winners/>  
<http://www.fabbs.org/news/psychologist-immordino-yang-presented-early-career-impact-award/>  
<http://www.fabbs.org/index.php?cID=937>
- Rossier School of Education (March 25, 2014) Mary Helen Immordino-Yang named AERA Award Winner. <http://rossier.usc.edu/mary-helen-immordino-yang-named-aera-award-winner/>
- Bennett, A. (2014, Jan. 8) Engaging professor: USC Dornsife's Mary Helen Immordino-Yang has been awarded for her success in engaging with the wider community on the issues and importance of neuroscience. <http://dornsife.usc.edu/news/stories/1597/engaging-professor/>
- Association for Psychological Science (2011, May-June). Rising Stars: Mary Helen Immordino-Yang, *Observer*, 24(5). <http://www.psychologicalscience.org/index.php/publications/observer/2011/may-june-11/rising-stars-3.html#yang>
- Lifland, J. (Producer). (April 25, 2010) Cozzarelli prize winners. *Proceedings of the National Academy of Science "Science Sessions"* [Audio podcast]. Retrieved from <http://www.pnas.org/site/misc/immordinoYangPodcast.mp3>  
<http://www.pnas.org/site/misc/podcasts.shtml>
- Association for Psychological Science (2010, March-April). APS Member Immordino-Yang Receives Cozzarelli Prize. *Observer*, 23(4). <http://www.psychologicalscience.org/index.php/publications/observer/2010/april-10/aps-member-immordino-yang-receives-cozzarelli-prize.html>
- Daniel, D. and Fischer, K. (2008) First Award for Transforming Education through Neuroscience: Mary Helen Immordino-Yang. *MBE* 2(2), iii.

### ***Interviews on National Radio/Television:***

- Featured in a 20-minute segment of NOVA's 2-hour special, School of the Future (released Sept. 14, 2016). <http://www.pbs.org/wgbh/nova/body/school-of-the-future.html>
- Interviewed live by Alex Witt on MSNBC (August 28, 2016) <http://www.msnbc.com/weekends-with-alex-witt/watch/poverty-affects-the-brain-according-to-study-753123395614>

- Interviewed by Rae Pica on *Studentcentricity*, BAM! Radio Network (March 8, 2016)  
<http://www.bamradionetwork.com/student-centric-strategies/3748-students-daydreaming-in-class-it-s-productive-if>
- Interview by Manoush Zomorodi on *New Tech City*, WNYC New York Public Radio (January 26, 2015)  
<http://www.wnyc.org/story/bored-and-brilliant-data-preview/>
- Interviewed by Marty Moss-Coane on *Radio Times*, WHYY Philadelphia and NPR Sirius (October 28, 2013). A defense of daydreaming. [live broadcast 1-hour interview with Scott Barry Kauffman]  
<http://whyy.org/cms/radiotimes/2013/10/28/a-defense-of-daydreaming/>
- Interviewed by John Hockenberry on NPR's *The Takeaway* (October 18, 2013) [live broadcast]  
<http://www.thetakeaway.org/story/daydream-believer-tangible-benefits-idle-thought/#commentlist>
- Eaton, L. (Writer, Producer, Director), Ballow, B. (Editor), Richman, G. (Executive Producer). (2012) *Arts and the Mind* [PBS 2-hour documentary, aired nationally]. USA: TPT National Productions and Eaton Creative. Retrieved from <http://www.pbs.org/programs/arts-mind/>
- Interviewed by W. Akhtar on National Radio Ireland's "*Bridging the Gaps*" (April 26, 2009). Compassion, inspiration and the human condition. [live broadcast 30-minute interview]
- Interviewed by Jonathan Hamilton on *All Things Considered* (April 13, 2009). Compassion: Easier for a broken leg than heart. <http://www.npr.org/templates/story/story.php?storyId=103043173&ft=1&f=1001>
- Features in popular press magazines/news outlets:**
- Mendoza, J. What if volunteers had a Craigslist to help public schools? *The Christian Science Monitor, Equal Ed section*. (September 19, 2016) <http://www.csmonitor.com/EqualEd/2016/0919/What-if-volunteers-had-a-Craigslist-to-help-public-schools>
- Hayasaki, E. How poverty affects the brain. *Newsweek* cover story. (September 2, 2016)  
<http://www.newsweek.com/2016/09/02/how-poverty-affects-brains-493239.html>
- Lamothe, C. Building global citizens: Want your children to grow into more empathetic adults? Travel with them. *Quartz Magazine*. (August 23, 2016)  
<http://qz.com/763433/want-your-children-to-grow-into-more-empathetic-adults-travel-with-them/>
- Fenske, K. Play is serious business. *Psychology Today* online blog. (August 15, 2016)  
<https://www.psychologytoday.com/blog/home-base/201608/play-is-serious-business>
- Flanagan, L. How to make math more emotionally engaging for students. *Mind/Shift: How we will learn, KQED Public Radio Blogs* (September, 2016)  
<http://ww2.kqed.org/mindshift/2016/08/02/how-to-make-math-more-emotionally-engaging-for-students/>
- Thompson, A. Downtime. *Natural Awakenings Magazine* (July, 2016).
- Lahey, J. To help students learn, engage the emotions. *New York Times* (May 4, 2016).  
<http://mobile.nytimes.com/blogs/well/2016/05/04/to-help-students-learn-engage-the-emotions/?smid=fb-nytimes&smtyp=cur&referer=http://m.facebook.com>
- Lindley, J. Can I have some peace and quiet? *Real Simple* (January, 2016).
- Thomas, S. G. The importance of downtime. *MORE Magazine* (November, 2015).
- Ferguson, C. Kids say the darndest things, and that's one of the things we love about them. *Sun Sentinel* (September, 2015) <http://www.sun-sentinel.com/features/south-florida-parenting/newsletter/sfp-kids-say-the-darndest-things-and-thats-one-of-the-things-we-love-about-them-20150916-story.html>
- Harris, B. *The brain: The ultimate guide* (2015), The limbic system: Your brain's emotional circuitry, pp 60-61
- Matthiessen, C. Is your preschooler's lying and stealing normal? *Great Kids!* (July, 2015)  
<http://www.greatschools.org/gk/articles/is-your-preschoolers-lying-and-stealing-normal/>

- Sukel, K. What cultural differences can reveal about the way we learn. *Good: Project Literacy* (May, 2015)  
<http://magazine.good.is/articles/cultural-literacy>
- Crane, B. For a more creative brain, travel: How international experiences can open the mind to new ways of thinking. *The Atlantic* (March, 2015).  
<http://www.theatlantic.com/health/archive/2015/03/for-a-more-creative-brain-travel/388135/>
- Kaufman, S.B. Dreams of glory. Cover article in *Psychology Today* (March-April, 2014)
- Wohlin, P. Tar hjärnforskning till klassrummet. Feature article in the Swedish magazine, *Gy*. (February, 2014)
- Svoboda, E. Do “Hero’s journey” narratives create heroes?: How our gut reaction to inspiring stories could influence our moral motivation. *Psychology Today* (December 12, 2013)  
<http://www.psychologytoday.com/em/139698>
- Lahey, J. Teach kids to daydream: Mental downtime makes people more creative and less anxious. *The Atlantic* (October 16, 2013)  
<http://www.theatlantic.com/education/archive/2013/10/teach-kids-to-daydream/280615/>
- Jabr, F. Why your brain needs more downtime. *Scientific American* (October 15, 2013)  
<http://www.scientificamerican.com/article.cfm?id=mental-downtime>
- Schwartz, K. How emotional connections can trigger creativity and learning. *Mind/Shift: How we will learn, KQED Public Radio Blogs* (March 15, 2013)  
<http://blogs.kqed.org/mindshift/2013/03/how-emotional-connections-can-trigger-creativity-and-learning/>
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- Carroll, R. (2008, November). Mirror, mirror, in the brain. *The National, the English language newspaper of Abu Dhabi, UAE*. Retrieved from [www.thenational.ae/apps/pbcs.dll/article?AID=/20081105/FRONTIERS/422377182/1036](http://www.thenational.ae/apps/pbcs.dll/article?AID=/20081105/FRONTIERS/422377182/1036)
- Cosmos, C. (2008, November). Arts Smart: Educators Look at Cognitive Benefits of Arts Programs. *The Washington Diplomat*. Retrieved from [http://www.washdiplomat.com/November%202008/c1\\_11\\_08.html](http://www.washdiplomat.com/November%202008/c1_11_08.html)
- Features/book reviews in trade magazines/websites/textbooks:**
- TVXS staff writer (Jan.11, 2017) Το συναισθηματικό βάρος των βαθμών (καλών και κακών) [The emotional weight of grades, good and bad.] A review of *Emotion, Learning and the Brain*, published in the Greek magazine TVXS. <http://tvxs.gr/news/paideia/synaisthimatiko-baros-ton-bathmon-kalon-kai-kakon>
- Tracey, D. H. & Morrow, L. M. (2017, in press) Chapter 7: Affective lenses. In, *Lenses on reading: An introduction to theories and models, Third Edition*. New York: Guilford Press
- Schiltz, L. (2016) Book Review, *Emotions, learning and the brain: Exploring the educational implications of affective neuroscience*. *The International Journal of Psychotherapy*, Vol. 20, No. 3.
- Caterino, L. (2016) Affective neuroscience made easy: How to translate complex neurobiology into educational theory. A review of *Emotions, learning and the brain: Exploring the educational implications of affective neuroscience*. *American Psychological Association PsycCRITIQUES*, Vol. 61, No. 38
- Lentz, J. (2016) Book Review: *Emotions, learning and the brain: Exploring the educational implications of affective neuroscience*. *The Milton H. Erickson Foundation Newsletter*, Volume 36, No. 2  
<https://www.erickson-foundation.org/download/newsletters/Vol-36-No-2.pdf>

- Simidian, G. (2016, August) Emotion strengthens learning: Emotion moves students beyond rote memorization to lifelong retention. *New York State School Boards Association, Study Break Podcast*.  
<https://soundcloud.com/user-308199334>
- Abruzzini, J. (2016, July) Ways fiction can boost STEM learning. *STEAMed quarterly digital magazine*.  
<https://www.joomag.com/magazine/steamed-magazine-july-2016/0141676001467200663?short>
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- Judson, G. (May 10, 2016) Emotion at the Helm. *ImaginED*. Retrieved from: <http://www.educationthatinspires.ca/2016/05/10/emotion-at-the-helm/>
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- Hill, T. (2016, January) Emotions, learning and the brain (Book Review). *PsychCentral*, retrieved from: <http://psychcentral.com/lib/emotions-learning-the-brain-exploring-the-educational-implications-of-affective-neuroscience/>
- Brändén, H. (2015, December) <http://www.kulturellahjarnan.se/2015/12/01/kanslor-larande-och-hjarnan/> (Book Review, published on the website of the Cultural Brain Initiative, Karolinska Institute, Stockholm).
- Alumit, N. (2015, November) Immordino-Yang publishes new book, "Emotions, Learning and the Brain". <http://rossier.usc.edu/immordino-yang-publishes-new-book-emotions-learning-and-the-brain/>
- Moriarty, G. B. (2015, fall) Learning to speak, learning to listen: Exeter's writing program helps students engage with the world.
- Jo, J. & Liu, A. Visiting neuroscientist leads psychology workshop for faculty. *The Exonian*, Vol. CXXXVII, Number 18, Sept. 17, 2015.
- Manos, C. (2015, May) Journalism and the power of emotions. *Columbia Journalism Review*; retrieved from: [http://www.cjr.org/analysis/journalism\\_and\\_the\\_power\\_of\\_emotions.php](http://www.cjr.org/analysis/journalism_and_the_power_of_emotions.php)
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- Johnson, X. (2014, January) Understanding and mastering complexity: Using theatre education as sophisticated play to embody cognition. *Information Age Education Newsletter*, retrieved from: <http://i-a-e.org/newsletters/IAE-Newsletter-2014-129.html>
- Johnson, P. (2013, Spring/Summer) Castle in the clouds. *USC Dornsife Magazine*, pp. 20-27.
- Losin, E. (2013, June) International Cultural Neuroscience Consortium meeting: The Breadth and Depth of Cultural Neuroscience. *PLoS Blogs: Diverse perspectives on science and medicine*, retrieved from <http://blogs.plos.org/neuroanthropology/2013/06/11/international-cultural-neuroscience-consortium-meeting-the-breadth-and-depth-of-cultural-neuroscience/>



Hoover, E. (2013, January) Non-Cognitive measures: The next frontier in college admissions. *The Chronicle of Higher Education* [lead story], retrieved from <http://chronicle.com/article/Noncognitive-Measures-The/136621/>

Anderson, J. The bullying conundrum: Schools need to do something, but what? *Ed, The magazine of the Harvard Graduate School of Education*. Fall, 2012, pp.22-29.

Rappleye, C. Inside the learning brain: How mind, brain and education science is impacting the classroom. *MICDS Magazine*, Summer-Fall, 2012, pp.34-37.

## **PROFESSIONAL AFFILIATIONS**

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New York Academy of Sciences, invited Professional Member, 2016-present

International Cultural Neuroscience Consortium, invited founding member, advisor, 2011-present.

American Psychological Association, member, 2016-present.

International Mind, Brain and Education Society (IMBES), founding member, 2006-present. Elected to Board of directors, 2011-13, 2013-15. Elected president, 2016-2018.

American Educational Research Association, member 2004-present; SIG on Neuroscience and Education.

Society for Neuroscience, member, 2009-present.

American Psychological Society/Association for Psychological Science, member, 2009-present.

Society for Social Neuroscience, founding member, 2010-present.

Society for Personality and Social Psychology, member, 2011-present.

## **STUDENTS SUPERVISED**

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### ***Graduate Students Advised/Financially Supported:***

Christina Krone, PhD in Urban Education Policy expected June, 2020

Rebecca Gotlieb, PhD in Urban Education Policy expected June, 2019

Rodrigo Rivera, PhD in Psychology, Brain and Cognitive Sciences, expected June, 2018

Erik Jahner, PhD in Education expected December, 2016, UC Riverside (Advisor: Lee Swanson)

Sará Benin, PhD in Education expected June, 2017, UCLA (Co-Advisor: Thomas M. Philip)

John Beltramo, PhD in Education received June, 2016; MHIY advised 2012-2013

Current position: Assistant Professor, Regis University

Janalynn Bliss, EdD in Educational Psychology expected December, 2016

Next position: Creative Writing Graduate Coordinator, USC Dornsife College

Vanessa Singh, PhD in Psychology received November, 2014 (co-Advisor: Antonio Damasio);

Next position: Postdoctoral Fellow, UCSF (mentor: Fumiko Hoeft)

Xiaofei Yang, PhD in Neuroscience received December, 2013;

Next position: Postdoctoral Fellow, USC Brain & Creativity Institute

Andrea McColl, MS; MA in Psychology received June, 2011

Next position: Educational Software Developer

### ***Graduate Committee Member (only PhD listed; EdD committee member list by request):***

Xiaobeis Zhang; PhD in Psychology expected June, 2020 (Advisor: John Monterosso)

Sarah Stoycos; PhD in Clinical Science, Psychology Department expected June, 2019 (Advisor: Darby Saxbe)

Robert Danielson; PhD in Education expected June, 2018 (Advisor: Gale Sinatra)

Melissa Roemmele; PhD in Computer Science expected June, 2018 (Advisor: Andrew Gordon)

Leslie Berntsen; PhD in Psychology expected June, 2018 (Advisor: Laura Baker)

Suzanne Houston; PhD in Psychology received December, 2016 (Advisor: Elizabeth Sowell)

Vesna Gamez-Djokic; PhD in Occupational Science received July, 2016 (Advisor: Lisa Azziz-Zadeh; MHIY was committee chair)

David Clewett; PhD in Neuroscience received June, 2016 (Advisor: Mara Mather)

Larissa Del Piero; PhD in Psychology received June, 2016 (Advisors Gayla Margolin and Darby Saxbe)

Peter Meindl; PhD in Psychology received May, 2016 (Advisor: Jesse Graham)

Misty Sawatzky; PhD in Education received September, 2014 (Advisor: Alicia Dowd)

Helder Filipe Araujo, MD; PhD in Neuroscience received May, 2014 (Advisor: Antonio Damasio; MHIY was committee chair)

***Postdoctoral Fellows Mentored/Financially Supported:***

Xiaofei Yang, PhD (current)

Sarah Gimbel, PhD (2012-2014; co-mentored with Antonio Damasio and Jonas Kaplan)

Current position: Postdoctoral Fellow, Brain & Creativity Institute, USC

Christine Tipper, PhD (2012-2013; co-mentored with Antonio Damasio and Jonas Kaplan)

Current position: Research Associate, University of British Columbia Dept. of Psychiatry

Darby Saxbe, PhD (2010-2013; co-mentored with Gayla Margolin);

Current position: Assistant Professor of Clinical Psychology, USC

***List of Undergraduate and High School Students Mentored upon Request***